

ABSTRACT

Rachel Pence Smith, THE IMPACT OF AN INTENSIVE SUMMER SOCIAL-EMOTIONAL INTERVENTION ON MALE AT-RISK ELEMENTARY STUDENTS IN A TITLE I SCHOOL (Under the direction of Dr. Harold Holloman, Jr.). Department of Educational Leadership, May 2020.

Schools and educators are expected to meet the social, emotional, and behavioral needs of students while they provide instruction on academic subjects. An emphasis on social-emotional instruction is especially critical for students affected by poverty (Trella, 2020). The increase in mental health problems in youth and adults points to the need for social, emotional and behavioral support, as does the demand from workforce leaders for employees who have strong intra- and inter-personal skills. In the short-term, implementing social-emotional learning (SEL) instruction and interventions are shown to improve students' attitudes about themselves, their relationships, and school. A focus on SEL skills also improves school climate and increases students' academic performance (DePaoli, Atwell, & Bridgeland, 2017).

As school systems across North Carolina have implemented Multi-Tiered System of Support (MTSS) programs, most educators and school leaders have first focused on academic measures and interventions. In many districts, including Whiteville City Schools, in which this study is conducted, there is an increased necessity to address students' social and emotional learning skills due to the negative effects of poverty on students' emotional and mental health. Students identified as at-risk because of their behaviors require intensive social, emotional and behavioral interventions to be able to make appropriate academic and social progress.

This study focuses on a problem of practice: the need for research-based social, emotional, and behavioral interventions for at-risk elementary students and the evaluation of a summer program as an intensive tier 3 social-emotional intervention for rising fourth and fifth grade male students. This study utilizes the Model of Improvement and the Plan-Do-Study-Act

(PDSA) Cycle presented by Langley (1996), evaluates the impact of this intervention program, and provides a research-based model for other schools with similar needs.

THE IMPACT OF AN INTENSIVE SUMMER SOCIAL-EMOTIONAL INTERVENTION
ON MALE AT-RISK ELEMENTARY STUDENTS IN A TITLE I SCHOOL

A Dissertation

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by

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ON MALE AT-RISK ELEMENTARY STUDENTS IN A TITLE I SCHOOL

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DEDICATION

This study is dedicated to the children in my life - past, present, and future. To Scott and Julia, whom I love so much and who inspire me daily to become a better version of myself. To every student I've had the great joy of teaching. To the children at Edgewood, Hallsboro-Artesia, and Acme Delco Elementary whom I've served as a school administrator and who have taught me so much. And to Jasmine, whose memory reminds me of what is most important and meaningful for all who work with children.

When I was first studying education as an undergraduate student, I was inspired by these words from Emma Goldman:

No one has yet realized the wealth of sympathy, the kindness, and generosity hidden in the soul of a child. The effort of every true education should be to unlock that treasure.

Every day, every school year, I hope to move closer to unlocking that hidden gift in all of our children. This study is a small piece of that journey.

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My parents, Eric and Carla, and my grandmother, Lelia, have been a constant inspiration for me as I have worked through this degree – and every stage of my life. When I am tired, I think of my mom seeing patients all day, completing a night ER shift and returning for another full day at her office, rounding at the hospital and never missing a beat; my father, going out in the middle of the night to deliver a calf after planting from dawn to dusk; my grandmother, milking cows – twice a day – for decades and never resting in between as she raised children, cooked, cleaned, gardened, baked, and quilted.

My sisters, Becca and Leslie; my sister-in-law, Caroline; my friends - especially Sally, Elizabeth, Mandy, Sarah, Heather, Taylor, Amy, and Stephanie – have given me encouragement, support, and necessary distraction throughout this process. I will always be grateful to my friend and co-worker, Katherine, who had faith in me seeing this through from the beginning and helped keep me focused.

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CHAPTER 1: INTRODUCTION

Whiteville City Schools (WCS) district is a public-school system located in southeastern North Carolina within Columbus County. It is one of the 15 public-school city districts in North Carolina, with the remaining 100 districts being county districts. Five schools comprise the Whiteville City Schools district which serves 2,297 students in grades prekindergarten through twelve. Elementary-aged students are divided among the primary school serving prekindergarten through second-grade students and the elementary school serving third- through fifth-grade students. There is one traditional middle school and one traditional high school within the district and an alternative school which serves selected students from the middle and high schools. The Whiteville City Schools district is geographically enclosed within the Columbus County School district, which serves the majority of the public-school students within the county. A public charter school is also located within the limits of the Whiteville City School district, which serves students living within the city of Whiteville and the surrounding districts.

Fourteen percent of North Carolinians live in poverty. Columbus County is ranked as the fifth poorest county within the state of North Carolina with 25.3% of the population living in poverty. One-third of Whiteville city residents live in poverty (U.S. Census Bureau, 2019). According to the Small Area Income and Poverty Estimates (SAIPE) Program's 2018 estimates, Whiteville City Schools has the second highest percentage of students from households in poverty in North Carolina at 38.8% - only behind Bladen County Schools (located directly north of Columbus County) at 40.78% (SAIPE School District Estimates for 2018, 2019). The elementary school that is the focus of this study is designated a Title I school due to its large concentration of low-income students.

Students who are raised in poverty are more likely to have experienced traumatic events

and adverse childhood experiences (Child Trends, 2019; Powell & Davis, 2019; Talbot, Szlosek, & Ziller, 2016). Over the past decade, WCS has seen an increase in students requiring intensive social-emotional and behavioral interventions. Across the United States, educators are recognizing the need for social-emotional learning and interventions to help students in many realms of their lives (Hamilton, Doss, & Steiner, 2019).

The focus of this study is the implementation of intensive social-emotional and behavioral interventions and their impact on at-risk male students at the elementary school level. The study explores why these interventions are essential for the social and academic progress of at-risk students and how they fit into a Multi-Tiered System of Support (MTSS) framework. Specifically, this study examines the impact of a three-day summer social-emotional and behavioral intervention on male at-risk students at an elementary school within Whiteville City Schools. Using recommendations from the literature and analysis of the existing data collected by the school MTSS team, this study also proposes a research-based, best-practice model for intensive social, emotional and behavioral interventions.

In 2013, the North Carolina General Assembly passed the Excellent Public Schools Act which requires all public schools within the state to receive an A-F school performance grade based on academic test results, student growth on these tests, and graduation rates. At the elementary school level, this school performance grade is based solely on student performance on end-of-grade (EOG) testing results in reading, math, and science (NC Department of Public Instruction: Communication and Information Services Division, 2019; Public Schools First, 2019). School and district leaders allocate existing available resources for academic priorities to maintain or improve school letter grades. A focus on academics is essential for a public education system, and it is also equally important to understand that when adequate efforts to

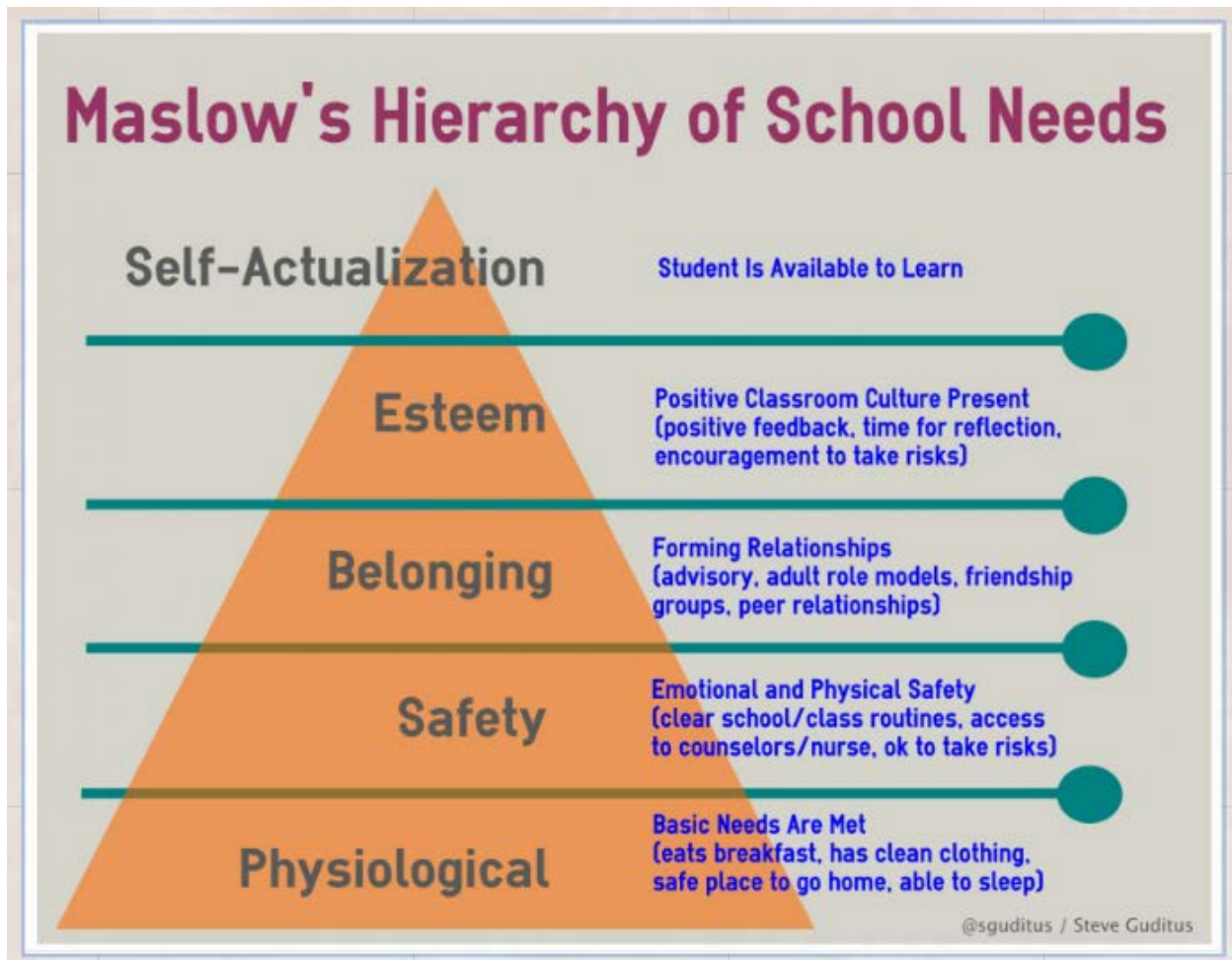
meet the needs of the whole child are not in place, students cannot meet their potential in any aspect of their lives (Zins, Weissberg, Wang, & Walberg, 2004). Figure 1 applies Maslow's Hierarchy of Needs to the learning setting and demonstrates the importance of focusing on students' non-cognitive needs before students are available to perform academically (Guditus, 2013).

Efforts should continue to be focused on standard-based teaching and assessment, but a balance is needed to address all aspects of student growth. When educators only focus on academic deficiencies without addressing the social-emotional needs of their students, they often fail to improve academic and life outcomes for students- especially for the students in stressful life circumstances (Darling-Hammond, 2015). Since schools are primarily measured by academic testing such as end-of-grade and end-of-course testing, little emphasis is placed on measures of students' social-emotional health (Zins et al., 2004). One of the problems with this narrow emphasis on academics and standards is that educators and program developers forget that students are children and human beings first. And as such, they enter classrooms with a variety of basic relational needs and social-emotional challenges that must be addressed before they can successfully learn reading, math and other academic subjects. Educators who limit their focus and exclude social-emotional skills have difficulty meeting the academic goals they set for their students and lose a great opportunity to develop students into the socially and emotionally stable citizens needed in our workforce and world (Adelman & Taylor, 2000).

Background of the Problem

Multi-Tiered System of Support Framework

Whiteville City Schools is in the process of implementing the framework of Multi-Tiered System of Support (MTSS) as part of the North Carolina Department of Public Instruction's



Note. Reflections of an Educator, Retrieved from:
<http://sguditus.blogspot.com/2013/02/maslows-hierarchy-of-school-needs-steve.html>

Figure 1. Maslow's Hierarchy of School Needs.

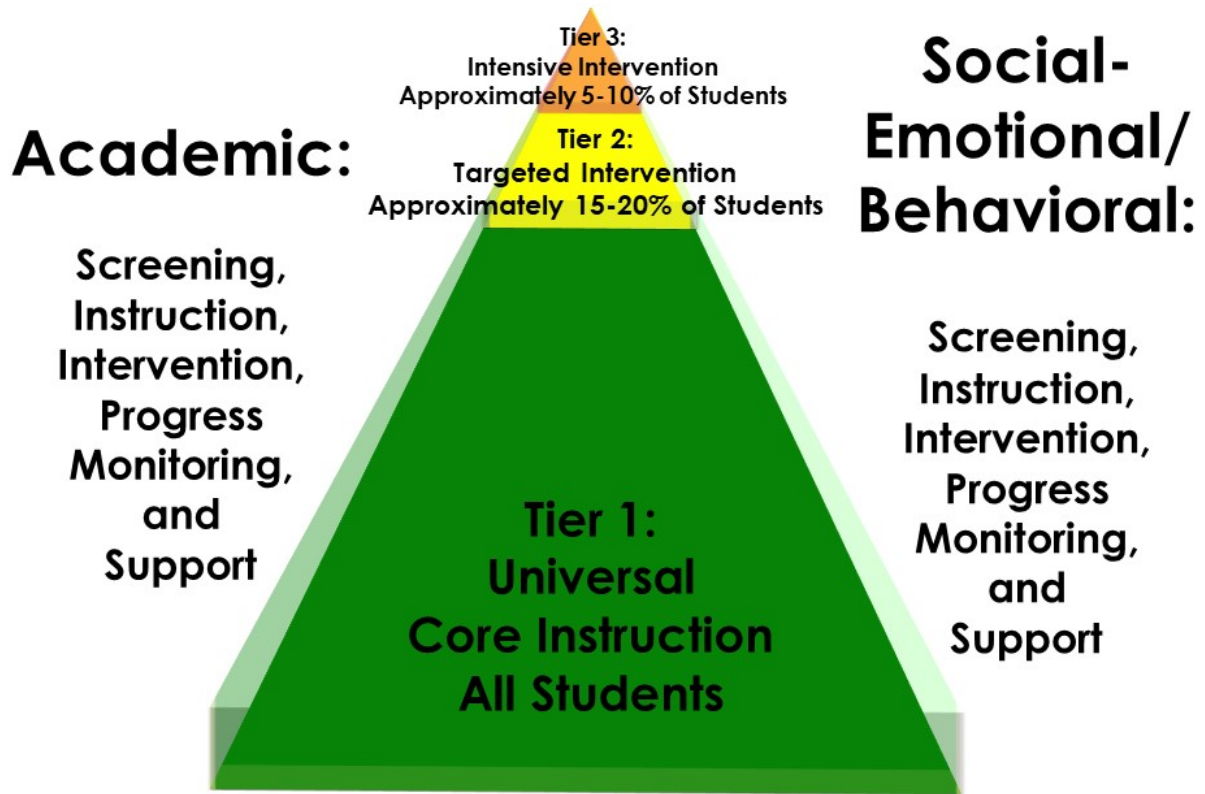
school improvement model. This structure enables educators to analyze student data and plan universal and targeted practices to meet students' needs (NC MTSS Guidance, 2018). The MTSS framework incorporates elements from the Response to Intervention (RTI) model that was designed to address students' academic needs and the Positive Behavior Intervention and Support (PBIS) model that was created to assist educators in helping students meet their behavioral and social-emotional learning goals (Ehlers, 2018; Multi-tiered System of Support & PBIS, 2019; Samuels, 2016).

MTSS plans are generally developed to assess and instruct students in two categories: (1) academic and (2) behavioral/social-emotional. Students' needs in both these areas are addressed in three tiers in this structure: Tier 1 (universal practices for all students), tier 2 (targeted interventions for a smaller population), and tier 3 (intensive intervention for a small percentage of students requiring support beyond tier 1 and 2) as illustrated in Figure 2. Tiered instruction is designed to build upon the lower tiers, so that a student who needs tier 3 support receives all tier 1 core instruction, targeted tier 2 interventions and the tier 3 intensive intervention, as well.

District Social-Emotional Learning Resources and Plans

District and school leaders within Whiteville City Schools have implemented strategies for the academic component of the MTSS framework for multiple years, but the plan to provide assessment and instruction for multiple tiers of instruction for students' behavioral, social or emotional learning needs was not fully developed by the 2018-2019 school year. Teachers, school counselors, administrators, behavioral specialists, and other school staff had intervened as students demonstrated extreme disciplinary or emotional problems, but there was no assessment in place as a universal screener to examine the needs of all students nor core instruction in social and emotional learning skills.

Multi-Tiered Systems of Support (MTSS)



Note. Figure demonstrating tiers of student support for two sides: Academic & Social-Emotional/Behavioral.

Figure 2. Multi-Tiered System of Support (MTSS).

The WCS MTSS Team began a focus on social-emotional/behavioral MTSS strategies during the 2018-2019 school year. Educators at the elementary school that is the setting of this study piloted the Devereux Student Strengths Assessment Mini (DESSA-Mini), Appendix B, as a possible universal screener and progress monitoring tool to be used throughout the district. The Second Step Social-Emotional Learning Curriculum was added as a core instructional component that was used by the school counselor in monthly character education classes in which all students participated. The scope and sequence of this program is listed as Appendix C. The Whiteville City Schools Behavioral Intervention Matrix was also developed by the WCS District MTSS Team during the 2018-2019 school year and is included as Appendix D.

Traditionally, school programs related to character education and social-emotional skills have fallen under the purview of the school counselor; however, given the many responsibilities of school counselors, implementing a comprehensive SEL program alone can be challenging or impossible (Gnilka, Karpinski, & Smith, 2015; Van Velsor, 2009). Whiteville City Schools employs one school counselor at each of its elementary and middle schools and two at the high school, along with a district-wide social worker. Each school leadership team, including their counselor, determines the counseling plan for their school, which may include classroom lessons, individual and small-group counseling, and school-wide character education initiatives. School counselors also have many duties and responsibilities that are not directly related to students' social and emotional needs, such as managing student records and enrolling new students.

Whiteville City Schools is a public-school district comprised of 5 schools with 2,297 students. The student-to-teacher ratio is between 14:1 and 15:1; however, with only 6 school counselors serving the entire system, the student-to-counselor ratio is between 382:1 and 383:1 (District Information Directory, Whiteville City Schools, 2017). The American School

Counselor Association reported that the 2014-2015 national student-to-counselor ratio was 482:1, with North Carolina's ratio at 378:1. The national, state, and district ratios are all well above the Association's recommendation of 250:1 with only three states (New Hampshire, Vermont, and Wyoming) meeting this goal (National Association for College Admission Counseling & American School Counselor Association, 2015).

Measuring Students' Skills within an MTSS Framework

The first challenge of implementing any initiative to improve students' education is to determine a means of assessments of the selected skills. In the MTSS framework, all students should be assessed in academic and social-emotional skills at the beginning of the school year through universal screeners. This creates a system for teachers and staff to begin providing interventions and support from the beginning of the year instead of waiting for students to struggle, which prevents students falling further behind (Glover & Albers, 2007).

In North Carolina, students in kindergarten through third grade have state-mandated reading assessments for all students as a literacy universal screener at the beginning of the year. For almost a decade, teachers assessed K-3 students' text reading comprehension and phonics skills with Amplify assessment products at the beginning, middle, and end of the school year. Starting with the 2019-2020 school year, those reading skills were assessed with the computer-based iStation program. In addition, third-grade students complete the Beginning-of-Grade (BOG) multiple-choice reading test as a screener at the beginning of the school year to assess students' reading skills and provide a baseline for future End-of-Grade (EOG) tests that take place at the end of every school year from third through eighth grades.

Many schools and districts in the state and across the nation have put other academic universal screeners into place for reading skills beyond third grade and other subjects in all

prekindergarten through twelfth grade. These screeners can take the form of pre-tests, benchmarks, or computer-adaptive software that determines students' levels on a wide range of academic skills in reading, math, science and other subjects. Schools utilizing the MTSS framework then classify students into tiers based on the results of these screeners. Students performing at or above grade-level are classified as tier 1 and strong core academic instruction is designed to keep them on track to be proficient on assessments at the end of the school year. Students who are slightly below grade-level are labeled tier 2. Teachers and school staff analyze the results of these tier 2 students and make plans to provide targeted small-group interventions in specific areas where students need support to be successful. Teachers progress monitor these students with short and frequent academic assessments to determine the effectiveness of these interventions. Tier 2 students must also receive the same strong core academic instruction as students in tier 1. Students who are well below grade-level and/or show deficiencies in many areas are labeled as tier 3. They receive all the services of students in tier 1 and tier 2, and additional intensive tier 3 support to help them reach grade-level proficiency.

However, relatively few districts across the state and nation have universal screeners in place to assess students' social and emotional learning skills and it can be difficult for school and district leaders to select the appropriate tools to measure SEL skills (Hamilton & Stecher, 2019). Starting with the 2014-2015 school year, kindergarten teachers in North Carolina have administered the Kindergarten Entry Assessment (KEA) to assess incoming students' skills in the five domains of child development, one of which is "emotional and social development," but this is the only tool provided by the state which measures SEL skills (Office of Early Learning, n.d.). The rating scale for one of the two items on the KEA tool that addresses this domain is available in Appendix E.

Since there is not a national or state-wide system for measuring social and emotional skills, very little data about students' SEL skills across the state or nation are available. Data are available, however, on two indicators that suggest students' SEL needs are not being met: school discipline data and student mental health diagnoses (Blewitt, Morris, Nolan, Jackson, Barrett, & Skouteris, 2018; Skiba & Losen, 2016).

National School Discipline Data

In their 2018 report, "11 Million Days Lost: Race, Discipline, and Safety at U.S. Public Schools," Losen and Whitaker found that in the United States, 23 days of instruction were missed due to out-of-school suspension for every 100 students enrolled. They also identified many disparities within these suspensions, with Black students being suspended at 17 times the rate of Asian-American students. North Carolina had the highest rate of days lost due to out-of-school suspension out of all states in the country: 42 days per 100 students. This rate was only exceeded by Washington DC with a rate of 51 days of suspension per 100 students. The U.S. Government Accountability Office also concluded that Black students, males, and students with disabilities were suspended and expelled from school at disproportionately higher rates than the overall school population (United States Government Accountability Office, 2018).

Whiteville City Schools Discipline Data

During the 2018-2019 school year, there were 590 office referrals at the elementary school that is the setting of this study, which is an average of 3.4 office referrals a day. Two-hundred, thirty-one of the 537 students who were enrolled that school year received office referrals, which is approximately 43% of the school population. A further analysis of the 231 students with office referrals revealed that 101 of the students only had one office referral throughout the school year, which would place them within tier 1 of the behavioral category of

MTSS. According to the MTSS model, these students, along with the 306 students receiving no office referrals throughout the school year, should have had their behavioral needs met by the core social-emotional instruction provided to all students within the school setting and not need behavioral interventions unless they begin to exhibit additional behavioral problems.

Of those students with office referrals, 81 students had been to the office for discipline referrals two, three or four times during the school year. These students comprised the school's tier 2 behavioral group, which was approximately 15% of the student population. According to the MTSS model, these students required additional social-emotional or behavioral interventions and support in addition to the tier 1 core instruction that all students receive (McREL.org, 2015).

Approximately 9% of the student population, 49 students, received five or more office disciplinary referrals throughout the 2018-2019 school year. These students were categorized as tier 3 students for behavior and social-emotional learning skills and required additional intensive intervention and support beyond those provided in tier 1 and tier 2. Two major challenges to providing these interventions were: (1) the availability of time, and (2) the availability of personnel during the school day. Approximately 75% of these tier 3 behavioral students were also below grade level academically, which means they would require tier 2 or tier 3 academic interventions as well. Logistically, it is impossible to meet the all the needs of these students within the regular school day and traditional calendar.

Poverty, Adverse Childhood Experiences, and Social-Emotional Skills

Amplifying the need for instruction in social-emotional learning skills is the high percentage of students in Whiteville City Schools who live in poverty. Whiteville City Schools is located in Columbus County, which had a childhood poverty rate of 34.7% in 2017 (Kids Count Data Center, 2018). This rate was much higher than the North Carolina average rate of childhood

poverty at that time, which was 21%, and placed the county among the highest in the state in that statistic. Students from low socioeconomic households are especially in need of the skills taught in social-emotional learning due to the significant stress and emotional difficulties of living in poverty (Jensen, 2013; Winer & Thompson, n.d.). Due to the high rate of poverty and the rural location of Columbus County, students within Whiteville City Schools are at a greater risk of being affected by adverse childhood experiences than the average child (Child Trends, 2019; Talbot et al., 2016).

Social-Emotional Learning in Schools

Public schools in the United States are uniquely positioned to serve as a universal resource for childhood mental health screening and support due to the large percentage (approximately 90%) of the country's youth population that participate in its programming (Connecting Social and Emotional Learning with Mental Health, 2008; Fazel, Hoagwood, Stephan & Ford, 2014; Greenberg, Domitrovich, Weissberg, & Durlak, 2017; Private School Enrollment, 2018). Implementing programs to teach students skills to handle subjects like stress, anxiety, and relationship problems is a proactive solution for preventing mental health problems (Kang, 2017).

Statement of the Problem

In order to improve life outcomes for children, schools must address students' social and emotional learning needs in addition to their academic needs. In areas where children are affected by poverty and lack access to mental health services, this responsibility for educators is even greater. An increase in children's mental health problems throughout North Carolina and the United States amplifies this need and makes it a critical issue to prioritize for all teachers and school leaders.

Many schools have implemented universal tier 1 practices to provide a foundation of social-emotional learning for students and are targeting students with greater SEL needs for tier 2 interventions. It is more difficult to successfully implement intensive tier 3 social-emotional and behavioral interventions for those students with the greatest needs, and many schools lack the framework for providing these interventions in addition to the tier 1 core instruction and tier 2 targeted interventions. This challenge is further complicated by the fact that many students identified as needing tier 3 SEL interventions also require academic interventions to be successful. The MTSS team and principal of the elementary school in this study developed a three-day intensive social, emotional, and behavioral intervention to take place during the summer to meet this need and provide tier 3 SEL support.

Mental health disorders have become more prevalent in young adults and students affected by poverty. Many students enrolled in Whiteville City Schools feel the impacts of stressful life circumstances that increase their need for social and emotional learning skills. These problems result in students who require intensive social, emotional and behavioral interventions to be able to make appropriate academic and social progress. Providing SEL interventions and supports in the elementary school will equip these students with the skills to improve their future academic and life success (Durlak, Dymnicki, Taylor, Weissberg, & Schellinger, 2011).

Purpose of the Study

Throughout the 2018-2019 school year, school administrators, the MTSS team, and grade-level teams analyzed students' social-emotional skills as they provided instruction and interventions. These educators identified that a significant barrier to success for students with the greatest SEL needs was the lack of time and personnel available to provide tier 3 interventions.

The school counselor was providing tier 1 instruction in the form of monthly social-emotional lessons from the Second Step curriculum, and classroom teachers reinforced these concepts for all students. All staff received professional development on social-emotional education in the winter of the 2018-2019 school year and implemented additional tier 1 classroom practices, as well. Students who continued to need additional support were provided tier 2 interventions such as small group or individual sessions with a counselor or behavior specialist, and classroom interventions such as check-in/check-out procedures and calming corners. For the majority of the students within the school population, these supports were effective, however, as would be predicted with the MTSS framework, there continued to be a small population of students who needed additional intensive support and it became difficult to provide those tier 3 interventions within the school day due to limited personnel, time, and budgets. These students were predominately male, and many had consistently struggled with behavior management since they first started school in preschool or kindergarten.

Summary of Study Design

School administrators and the MTSS team created a plan to target this group with a tier 3 intensive intervention that would take place outside of the regular school calendar. A camp format was chosen as camps have traditionally been a way to expand students' skills and experiences- including intra- and interpersonal skills (Ee & Ong, 2014; Price, 2019). Initially, a plan to include these students with students already coming to school for academic remediation in the three weeks following the close of the school year was considered. The district superintendent suggested the intervention may be more effective if it was conducted near the end of the summer shortly before the beginning of the 2019-2020 school year, so the lessons learned would be fresh on the minds of those students as they started school that fall. Plans were made in

spring of 2019 to host a three-day Summer Leadership Camp on the school campus targeting students who needed intensive tier 3 social-emotional intervention.

As the principal of the school and as a student practitioner examining a problem of practice, the researcher reviewed and analyzed the data collected by the school MTSS team and administration team from the 2018-2019 school year, the 2019 Summer Leadership Camp, and the fall of the 2019-2020 school year to determine the effectiveness of the Summer Leadership Camp as a tier 3 social-emotional and behavioral intervention.

The researcher uses the Plan-Do-Study-Act (PDSA) cycle and improvement science methodology to create a model of best practices for providing tier 3 social-emotional and behavioral interventions.

Significance of the Study

Implementing evidence-based social-emotional interventions benefits students in the targeted skills and can also improve academic performances as well (Corcoran, Cheung, Kim, & Xie, 2018; Durlak et al., 2011). Social-emotional learning can not only affect a child's current academic performance but contributes to increases in students' educational attainment and earnings over lifetime (Bock, 2017; Belfield, Klapp, Levin, Shand, & et al., 2015).

Study Questions

This study is guided by eight study questions. The study questions were developed with input from Whiteville City Schools stakeholders.

1. What is the academic and social-emotional profile for students who participated in the SEL summer intervention?
2. What is the impact of an intensive SEL summer intervention on participants' coping strategies for dealing with stressful situations?

3. What is the impact of an intensive SEL summer intervention on social awareness and relationship skills?
4. What is the impact of an intensive SEL summer intervention on participants' self-awareness and self-management skills?
5. What is the impact of an intensive SEL summer intervention on participants' feelings about starting a new school year?
6. What is the comparison of the Devereux Students Strengths Assessment Mini universal screener results between fall 2018 and fall 2019 for the summer intervention participants?
7. What will be the measurable outcomes from a summer behavior intervention that will demonstrate students' improved ability to handle academic and social situations?
8. What components of an intensive SEL summer intervention should be continued in the school year and in future summer opportunities to support students' success in SEL skills and academics?

Definition of Terms

Throughout this study, many terms will be introduced pertaining to social-emotional learning interventions in schools. The following definitions summarize the meanings of some of the most frequently used terms in this study.

Social- Emotional Learning: The process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (CASEL, 2018).

Multi-Tiered System of Student Support: A multi-tiered framework, which promotes school improvement through engaging, research-based academics and behavioral practices. NC

MTSS employs a systematic approach using data-driven problem solving to maximize growth for all (NC MTSS Guidance, 2018).

Core Instruction: Instruction that is delivered to all students within an educational setting. Also referred to as tier 1 instruction.

Intervention: A program or plan to help a student who needs additional support in an area of need. Interventions are provided by school staff to individual or small groups of students to address a specific deficiency a student demonstrates.

Progress Monitoring: The process of collecting data on a regular basis to track student improvement in a particular area.

Tier: A designation to identify students based on their academic and non-academic needs within an educational setting. Within the MTSS framework, all students are considered to be part of tier 1 and therefore receive core instruction. Students who demonstrate a need for additional intervention to be successful in a particular area are labeled tier 2 and receive targeted intervention on those skills. Students who are successful with those interventions may return to the general population and have the tier 2 label removed. Those who are unsuccessful over time with tier 2 interventions will be recommended for tier 3 and receive another layer of interventions for support. The three tiers are overlapped and therefore a student in tier 3 receives tier 1 core instruction, tier 2 targeted interventions and tier 3 intensive interventions.

Universal Screener: A tool or assessment that is used to collect data on all students within an educational setting. Universal screeners are often used to determine which students will be placed into different tiers of instruction or require additional interventions.

Conclusion

This study is organized into five chapters with multiple subsections in each chapter. The first chapter introduces the background for this problem of practice which is the rise of mental health problems in children and the stressful impacts of poverty. These early-life problems result in students who require intensive social, emotional and behavioral interventions to be able to make appropriate academic and social progress.

This first chapter examined this problem at a national level and detailed the impact of the problem in the local school district and school where the study took place. Specifically, the problem of practice for this study is the lack of a tier 3 social-emotional learning intervention at a Title I elementary school. Chapter 1 provided the framework for providing a summer tier 3 social and emotional learning intervention with continued support during the school year as a research-based solution to this problem.

Chapter 2 provides a literature review examining the different facets of this topic. Areas explored in this chapter include the history of SEL, SEL in schools, SEL competencies, effects of poverty and adverse childhood experiences on students, mental health trends in children, roles of federal regulations and assessment, and connection to academics and workforce skills. This chapter closes with recommendations from the literature.

Chapter 3 explains the design of the study. The study uses improvement science methodology and the Plan-Do-Study-Act Cycle to analyze pre-existing student data (Langley, 1996). In this chapter, the researcher outlines how these data are organized and analyzed.

In the fourth chapter, the researcher presents the findings and results from the study. These results are organized by the study questions as outlined in Chapter 3.

The fifth chapter is comprised of the researcher's suggested best practices for providing intensive interventions for elementary school students in SEL skills based on the results from this study, and recommendations for administrators, superintendents, legislators, teachers, and school counselors.

CHAPTER 2: LITERATURE REVIEW

Social-Emotional Learning

History of Social-Emotional Learning

In the last decades of the 20th century, schools and other youth development organizations sought to improve students' lives by providing programming on specific issues, including dropout prevention, drug resistance, sex education, and moral education. Though well-intentioned, many of these efforts were too narrow in scope, did not provide opportunities for students to practice skills, and were not supported by research (Elias, Zins, & Weissberg, 1997). In 1994, the Fetzer Institute hosted a meeting of researchers, educators, and youth advocates to develop a framework to organize the social and emotional needs of students and how school programs could be created to address these skills in a more comprehensive way. The term "social and emotional learning (SEL)" was coined at this Institute and 19 researchers and educators came together to found the Collaborative for Academic, Social, and Emotional Learning (CASEL) to promote SEL programming in schools. The Association for Supervision and Curriculum Development (ASCD) collaborated with CASEL in 1997, to publish "Promoting Social and Emotional Learning: Guidelines for Educators" to provide strategies for preschool to high school educators to address SEL programming (History, 2018).

Social-Emotional Learning in Schools

To many in education, social-emotional learning has been viewed as an outlier in the curriculum, but for it to be successful, it must be an integral part of student's core instruction. This approach is widely accepted in preschool education but must also be embraced by K-12 educators to support students (Kendziora, Weissberg, Ji, & Dusenbury, 2011; Payton, Wardlaw, Graczyk, Bloodworth, Tompsett, & Weissberg, 2009; Weissberg & Cascarino, 2013). Some

schools address this issue by incorporating SEL skills into core academic instruction – most frequently in history, language arts or social studies lessons – but these inclusions are unusual (Jones, Barnes, Bailey, & Doolittle, 2017).

During the mid-1990s, there was an increased emphasis on behavioral and mental health issues in schools, due, in part, to multiple school shootings that happened during that time around the United States. However, as time went by, many legislators and school boards shifted towards punitive and rigid “zero tolerance” policies in the late 1990s (Merrell & Guedner, 2010).

There are many different approaches to addressing mental health and teaching social-emotional skills in school-settings. While traditionally, these tasks have fallen under the purview of the school counselor, the student-to-counselor ratio in most schools does not make this feasible. Fazel et al. (2014) contend that increased collaboration between education and mental health fields – including training teachers to identify common childhood mental health issues and provide interventions and referrals to mental health professionals when needed – would strengthen school-based mental health programs. In their 2012 meta-analysis, Sklad, Diekstra, De Ritter, Ben, and Gravesteyn found that social-emotional learning programs can be implemented just as effectively by teachers as psychosocial professionals, such as mental health experts or counselors.

In their editorial, “Because That’s Where the Kids Are: Willie Sutton’s First-Grade Teacher on Why She Taught School,” Aron and Bostic (2018) stated the following:

With each child spending approximately 15,000 hours in school from kindergarten to 12th grade, equipping teachers with preferred tactics to improve student skills in executive functioning, mood regulation, conflict resolution, and social interactions is

among our best public health opportunities to improve our children's mental health. (p. 142)

In a study by Durlak et al. (2011) and in Taylor's (2017) follow-up study, students who participated in social and emotional learning had improved perceptions about themselves and their relationships, exhibited more positive behaviors in the classroom, and performed significantly higher than their peers academically.

Despite these positive outcomes, in many schools in the United States, there is a lack of structure to teach and assess students' SEL skills. In a national survey, only 35% of principals reported that their school had developed and fully implemented a plan for teaching SEL skills (DePaoli et al., 2017). Educators and policy makers agree that schools play a key role in meeting not only the academic needs of our students, but the social and emotional needs of our students as well. Most teachers have limited time and resources available to commit to these skills, therefore, efforts in this area must prove beneficial to the students in multiple ways (Durlak et al., 2015).

Across the nation, 11 states have developed SEL goals and standards with benchmarks for students at the elementary level. However, North Carolina, nor any other states in southeastern United States, are included in those 11 states (Social-Emotional Learning in Elementary School, 2017). It is most advantageous for students to begin receiving instruction in pre-school years, but even for older children, strengthening SEL skills improves reading and math achievement from first through fifth grade (Kendziora et al., 2011).

Social-Emotional Learning Competencies

Unlike traditional guidance character lessons focused on single moral traits such as "honesty" or "respect" or programs focused on one targeted behavior, such as bullying-

prevention or abstinence, SEL competencies and curricula address the student and their needs more holistically (Durlak, Domitrovich, Weissberg, & Gullotta, 2015). Table 1 defines the five commonly recognized competencies that were created by Collaborative for Academic, Social, and Emotional Learning (CASEL).

These SEL skills and competencies go by many different names in educational practice and research including: intra-personal and inter-personal skills, character development, non-academic or non-cognitive skills, growth mindset, grit, emotional intelligence, social and emotional learning competencies, soft skills, and personal qualities (Duckworth & Yeager, 2015; Glennie, Rosen, Snyder, Woods-Murphy, & Bassett, 2017; Jones et al., 2017; Whitehurst, 2016). For clarity, in this study, the term social-emotional learning (SEL) skills will serve as the preferred phrase to represent this array of competencies.

Poverty and Social-Emotional Skills

In many areas, the challenge of reaching students is further complicated by the fact that many students come from families struggling with poverty. These students have additional emotional and social challenges, stresses, cognitive lags, and health issues that affect their relationship with school in large and small ways (Jensen, 2009), but many teachers and staff members have had no professional development in teaching students of poverty.

Children in low-income homes often live chaotic and unpredictable lives, which causes significant stress on their developing brains (Jensen, 2013). These children often live with greater emotional risk in their daily lives which makes it more difficult to recognize and understand their own emotions and the emotions of other people (Winer & Thompson, n.d.). Teachers who work with these at-risk student populations are frequently underestimated and overworked which has a negative effect on the climate of the school and school district, as well,

Table 1

Social and Emotional Learning (SEL) Competencies

Competency	Definition	Skills
Self-Awareness	The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	<ul style="list-style-type: none"> *Identifying emotions *Accurate self-perception *Recognizing strengths *Self-confidence *Self-efficacy
Social Awareness	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> *Perspective-taking *Empathy *Appreciating Diversity *Respect for Others
Responsible Decision-Making	The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	<ul style="list-style-type: none"> *Identifying Problems *Analyzing Situations *Solving Problems *Evaluating *Reflecting *Ethical Responsibility
Self-Management	The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	<ul style="list-style-type: none"> *Impulse control *Stress management *Self-discipline *Self-motivation *Goal setting *Organizational skills
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	<ul style="list-style-type: none"> *Communication *Social Engagement *Relationship Building *Teamwork

Note. Collaborative for Academic, Social, and Emotional Learning (CASEL), Retrieved from: <https://casel.org/wp-content/uploads/2017/01/Competencies.pdf> and Emotional Learning (CASEL).

which makes it more difficult for them to model appropriate SEL skills for their students (Hansen, 2017).

Effects of Adverse Childhood Events on Students

In their 2003 study, Dube, Felitti, Dong, Chapman, Giles, and Anda identified ten categories of adverse childhood events (ACEs) that can have life-long negative effects on individuals' mental, emotional and physical health: emotional, physical, and sexual abuse; emotional and physical neglect; domestic violence against child's mother; parent separation or divorce; mental illness or substance abuse in the household; and having an incarcerated parent. Unfortunately, children living in poverty are more likely to have experienced more ACEs than their affluent peers and therefore are at greater risk for the emotional and physical challenges posed by these experiences (Powell & Davis, 2019). Students exposed to violence in their homes or community often display inability to focus, apathy, depression, and impulsive behaviors – all of which can affect their social and academic progress at school (Price, 2015).

Students who have experienced two or more ACEs are 2.67 times more likely to have to repeat a grade in school and less likely to be engaged in school when compared to students with less adverse experiences (Bethell, Newacheck, Hawes, & Halfon, 2014). Even as early as preschool, students who have experienced multiple ACEs are more likely to be suspended from school than their typical peers (Zeng, Corr, O'Grady, & Guan, 2019).

Mental Health Trends in Children

The Centers for Disease Control and Prevention (2018) states, "Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood." An

individual's mental health is tied to their success in academics, career, relationships, and community life (Connecting Social and Emotional Learning with Mental Health, 2008). Figure 3 illustrates some of the trends in youth mental health.

Mental health problems are present across all demographics - including young children. Globally, between 10% and 20% of children and young adults experience mental disorders with half of these problems presenting before age 14 (World Health Organization, n.d.) The Centers for Disease Control and Prevention (2019) state that about 15 million children in the United States – approximately 20% of children ages 3-17 have a diagnosable mental, emotional, or behavioral disorder. However, only approximately one-third of those children receive mental health treatment.

According to the data collected by the Supplemental Security Income (SSI) disability program for children under age 18, the number of children who qualified for benefits due to being diagnosed with one of the 10 major mental disorders (attention deficit disorder/attention deficit hyperactivity disorder (ADHD), autistic disorder and other pervasive developmental disorders, intellectual disability, mood disorders, learning disorder, organic mental disorders, oppositional/defiant disorder, anxiety disorders, borderline intellectual functioning, and conduct disorder) has increased by 21% between 2004 and 2013 (National Academics of Science, Engineering, and Medicine, 2015). Despite these trends demonstrating increased numbers of children and adolescents in need of mental health services, federal funding for mental health services decreased over the 10-year period from 2005-2015 by 42% (Hoagwood, Atkins, Kelleher, Pety-Pierce, Olin, Burns...& Horwitz, 2018).

Of the students affected by psychiatric disorders, the most common problems are

Kids at risk

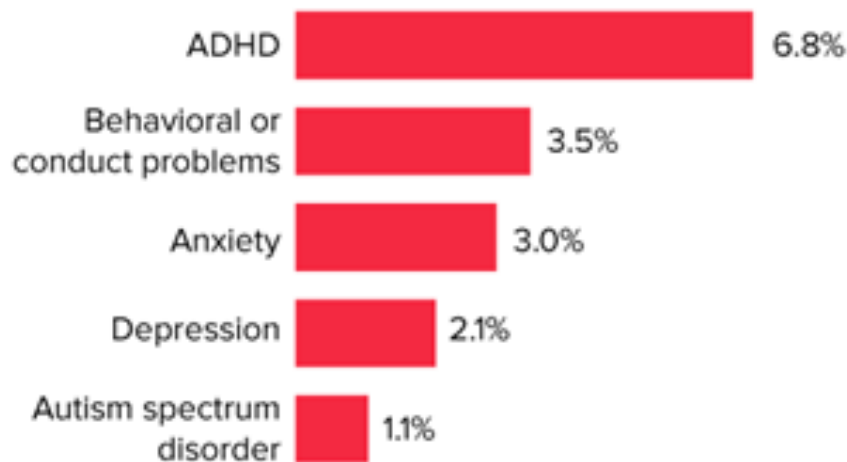
Suicide is the second leading cause of death among young people, aged 10 to 24

1 in 5, or 15 million, American children and young adults up to age 25 struggle with a mental illness or learning disorder

And **2/3** or 10 million are undiagnosed or untreated



Children ages 3-17 diagnosed with:



Source: Centers for Disease Control and Prevention



Note. United States Mental Health Data. Retrieved from <https://www.nbcnews.com/health/kids-health/generation-risk-america-s-youngest-facing-mental-health-crisis-n827836?icid=related>

Figure 3. Kids at risk.

disruptive behavior and anxiety disorders, which often affect students' progress in school. ADHD and autism spectrum disorders also can be very difficult for students to manage in the school setting (Fazel et al., 2014). These early-life problems frequently continue into adulthood if not treated and Kim-Cohen, Caspi, Moffitt, Harrington, Milne, and Poulton's 2003 study suggests childhood conduct disorder was a predictor for all adult psychiatric disorders.

Suicide is the 10th leading cause of death in the United States – representing 44,965 lives lost each year (Suicide Statistics, 2016). This mental health crisis is affecting children as well. The number of children admitted to hospitals citing suicidal thoughts or actions more than doubled in the seven years leading up to 2015. Suicides are more common among teenagers and preteens, but younger children are committing suicide at higher rates than ever before (Young, 2017).

A multi-tiered approach including universal and targeted components to address mental health issues in children is successful as a form of early intervention and as an overlap with other treatments that students may be receiving outside of the school setting for mental health (Fazel et al., 2014). Students with emotional and behavioral disorders are more likely to not be promoted to the next grade level and to drop out of high school than students within any other disability category, have high rates of unemployment as adults, suffer from poor relationships and require mental health services (Lane, 2007).

Role of Federal Regulations and Assessment

In the past few decades, public school educators have been indoctrinated in the pursuit of student mastery as demonstrated by standardized tests. Federal policies such as No Child Left Behind have mandated standards for student achievement, and states and local districts have implemented programs to achieve these goals. Words and phrases such as proficiency,

achievement gap, and standards mastery are now part of the everyday vernacular of almost every teacher and administrator in the United States (Lachlan-Haché & Castro, 2015).

All states have been required to produce a plan to comply with ESSA's regulations – including reforming their school accountability systems to include results from reading, math, and science standardized tests; English language learner proficiency, one additional academic measure, and at least one nonacademic measure (Every Student Succeeds Act [ESSA]: ESSA Implementation Resources for Educators, 2016). As states worked to submit their plans to comply with ESSA, it was assumed that some states might choose data collected on students' SEL skills as the nonacademic measure, but as of October 2017, no states elected to include this in their school accountability system. Many leaders in the SEL field, including Tim Shriver, Angela Duckworth, and David Yeager voiced support for not including SEL assessment data in performance reports currently due to a lack of a valid and reliable assessment being currently available (Blad, 2017). In 2015, Duckworth and Yeager explored three commonly used measures of students' "personal qualities:" self-report questionnaires, teacher-report questionnaires, and performance tasks. Although they provided advantages, disadvantages, and recommendations for these measures for program evaluation, accountability, individual diagnosis, and practice improvement, their conclusion was that none of the currently available measures should be recommended for purposes of accountability. Their arguments for this recommendation included the high probability of reference bias causing teachers and students most conscious of and skilled in teaching and using SEL skills to rate themselves more harshly than those in schools who had little awareness of these skills. They also expressed their concern that teachers or students may – unintentionally or not – be more prone to falsify or manipulate data if it is tied to accountability.

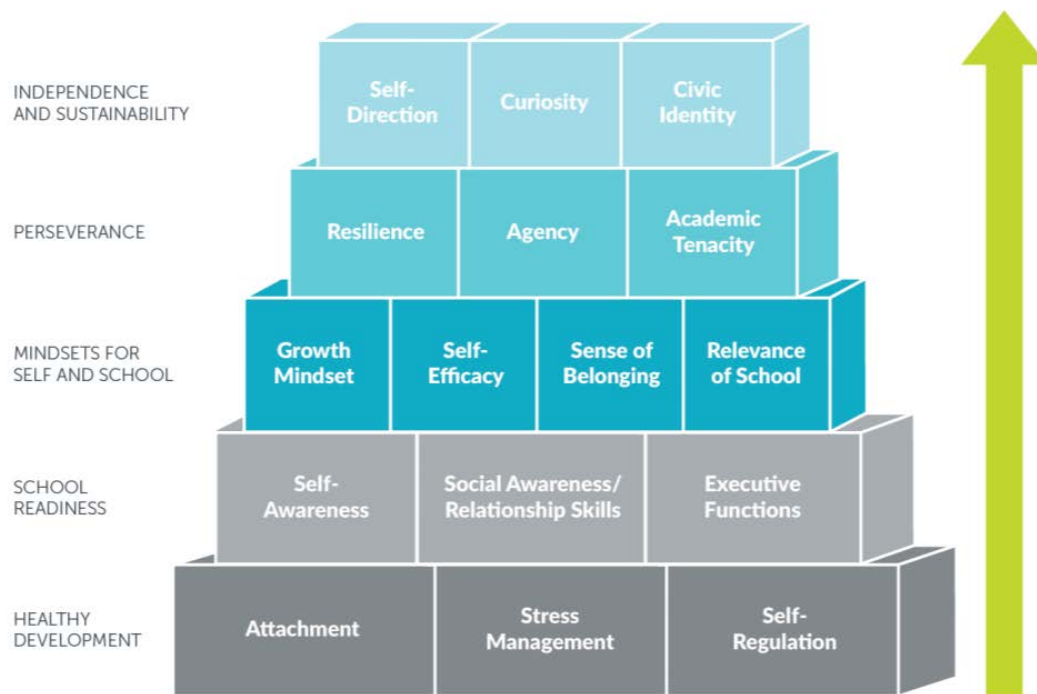
Duckworth and Yeager (2015) outline multiple different methods of measuring social-emotional learning skills including self-report, teacher-report, and performance tasks and the advantages and limitations to each type of assessment. Their analysis suggest that the most accurate data collection would include multiple methods, but caution that even with information collected from diverse measures, the data is not yet strong enough to fairly inform teacher accountability. Measuring impacts of SEL interventions is particularly difficult at the elementary school level since students have many developmental and environmental transitions between kindergarten and fifth grade (Jones et al., 2017).

Connection Between SEL Skills, Academics, and Workforce Readiness

Social-Emotional learning competencies – self-awareness, self-management, social awareness, relationship skills, and responsible decision making – are the foundation upon which higher-order skills required for academic learning, such as relevance of school, academic tenacity, and curiosity, are built – as illustrated in Figure 4 (Stafford-Brizard, 2016; Quick, 2019).

When social and emotional learning skills are taught effectively in schools, the impact is much greater than just the short-term positive effects on children’s well-being and academic engagement. Greenberg et al. (2017) argue that SEL instruction has long-term benefits by creating adults who are more prepared for college, careers, and are more engaged and healthy citizens, which highlights the importance of these initiatives as public health concerns. In 2013, the National Association of Colleges and Employers (NACE) conducted a survey to determine the most important skills that hiring managers were looking for in new employees. Although some traditional academic skills, such as planning and organizing work, analyzing quantitative data, creating written reports, were in the ten skills identified, all three of the top skills were

BUILDING BLOCKS FOR LEARNING



Note. Reprinted from Turnaround for Children. Retrieved from <https://www.turnaroundusa.org/wp-content/uploads/2016/03/Turnaround-for-Children-Building-Blocks-for-Learningx-2.pdf>

Figure 4. Building blocks for learning.

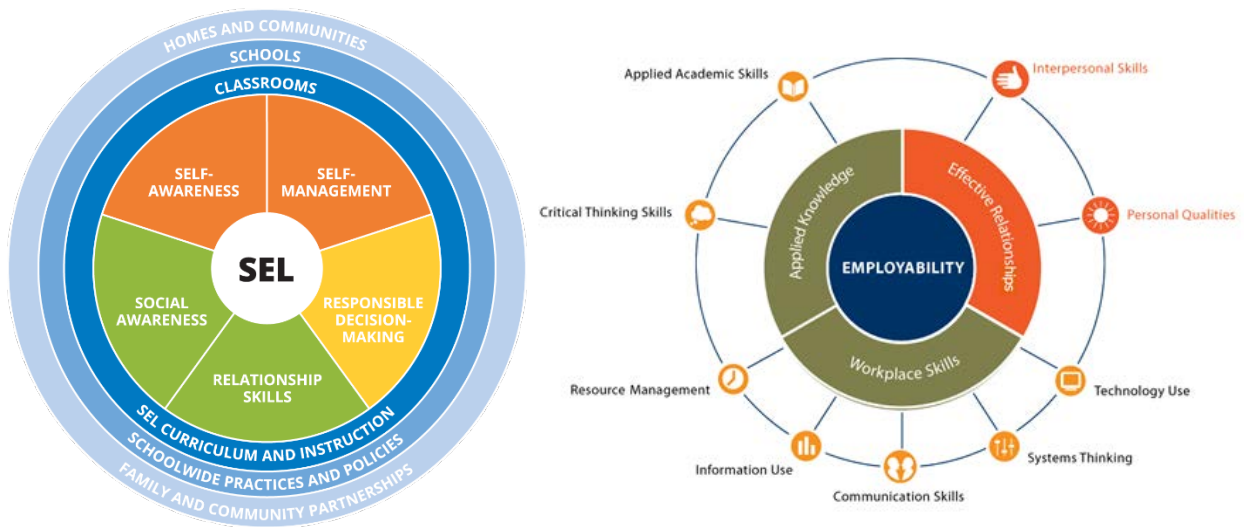
related to social-emotional abilities: ability to work in a team structure, ability to make decisions and solve problems, and the ability to communicate verbally with stakeholders inside and outside of the workplace (Adams, 2014). There are many strong connections between social and emotional skills and what the United States Office of Career, Technical, and Adult Education (OCTAE) identifies as employability skills. In “Ready for Work? (2015) How Afterschool Programs Can Support Employability Through Social and Emotional Learning,” the similarities between the CASEL skills and OCTAE skills (see Figure 5) are explained:

- Interpersonal skills (OCTAE) and social awareness (CASEL) both require the ability to understand social norms and work with others from diverse backgrounds.
- Personal qualities (OCTAE) and self-awareness (CASEL) both require the ability to recognize one’s emotions and have a sense of confidence.
- Communication skills (OCTAE) and relationship skills (CASEL) both require the ability to communicate clearly, listen well, and resolve conflicts.

Recommendations from the Literature

From the review of literature on social-emotional learning and related topics, the researcher concluded the following practices to be recommended for SEL instruction:

1. Provide ongoing professional development to teachers and support staff about social-emotional learning.
2. Prioritize relationship and trust building between students and staff.
3. Conduct pre-assessments and formative assessments to gauge effect of SEL curriculum and determine students needing additional intervention.
4. Use a variety of measures to determine effectiveness of SEL instruction and interventions.



Note. Reprinted from CASEL. Retrieved from <https://casel.org/core-competencies/> and U.S. Department of Education, Office of Career, Technical, and Adult Education (n.d.). Retrieved from <http://cte.ed.gov/employabilityskills/>

Figure 5. Comparison of CASEL Wheel of SEL Competencies and the U.S. Department of Education Employability Skills Framework.

5. Provide small group and individual interventions on specific social-emotional skills for students identified as needing additional support.

Conclusion

This study is organized into five chapters with multiple subsections in each chapter. The first chapter introduced the background for this problem of practice which is the rise of mental health problems in children and the stressful impacts of poverty. These early-life problems result in students who require intensive social, emotional and behavioral interventions to be able to make appropriate academic and social progress.

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CHAPTER 3: METHODOLOGY

Background of the Study

All school districts in North Carolina are in the process of implementing the Multi-Tiered System of Support (MTSS) framework. The North Carolina Department of Instruction formed the MTSS department with the vision “Every NC Pre K-12 public education system implements and sustains all components of a Multi-Tiered System of Support to ensure college and career readiness for all students” and the six Critical Components: Leadership, Data-Based Problem Solving, Data Evaluation, Three Tiers Instruction/Intervention, Building Capacity/Infrastructure for Implementation, and Communication & Collaboration (North Carolina Department of Public Instruction, n.d.) Districts across the state began implementation in cohorts and Whiteville City Schools began the MTSS implementation with Cohort 3. In August of 2018, the Whiteville City Schools superintendent met with district leadership and principals to discuss program implementation, including the MTSS framework, to be prioritized in the 2018-2019 school year. In that meeting, and in following meetings that fall with the district curriculum director and MTSS coordinators, the importance of core instruction and interventions - both academic and behavioral - was emphasized. The principal of the elementary school in this study met with the MTSS committee at her school to collect academic and behavioral data on their students and review initiatives in place to address those needs.

A review of the school’s school improvement plan and current processes and programs revealed much work had already been committed to tracking students’ academic progress and providing rigorous core instruction and interventions in math, reading, and science. These efforts had resulted in the school consistently performing well on end-of-grade testing over the past several years - including receiving a school score of “exceeding growth” for three of the past

four years and earning a school grade of C or B each year. However, there were no processes in place to formally assess or teach students social and emotional skills. The school had a full-time counselor on staff who worked with students referred to her during times of crisis but did not have a comprehensive plan to work with all students or provide structured social-emotional interventions.

As part of the school's MTSS implementation, the team reviewed available tools that could be used as SEL universal screeners and selected the Devereux Students Strengths Assessment Mini. The reasons this product was chosen were the low cost of implementation, simplicity of the assessment, that it could also be used as a progress monitoring tool, the small amount of time required to screen an entire class of students, and that, as a teacher rating scale, it could be completed during teachers' planning time and not take any time away from students' instructional time. During the 2018-2019 school year, all students within the elementary school were screened using the DESSA-mini assessment and the data were reviewed by the MTSS team, but the results did not provide enough specificity for categorizing students for interventions, so the tool was not used for progress monitoring.

The other component that the MTSS team implemented as a tier 1 strategy was the use of the Second Step curriculum as a part of the monthly Character Education classes provided by the school counselor to all classes. Given that students would only have approximately 10-12 whole-class Character Education lessons with the school counselor throughout the school year, it was not possible to cover the entire Second Step curriculum, so the counselor selected lessons from the scope and sequence that she had identified as most relevant to the student population.

As school administrators continued to gather information throughout the school year from grade-level team meetings, MTSS meetings and informal conversations with teachers, it

became clear that it was difficult to provide tier 3 social-emotional and behavioral interventions to the students who needed them most. The two major barriers were a lack of personnel to provide the interventions (as teachers did not have time within their schedules and the school counselor was unable to meet with all students requiring tier 3 interventions) and a lack of time within the students' daily schedules. All students must have their core instruction in reading, math, science and social studies so they may not be pulled from regular classroom time. Each teacher had a 30 to 45 - minute intervention block built into their daily schedule, but most of the students requiring behavioral interventions also needed additional academic instruction during that time. For most students requiring tier 3 SEL interventions, enrichment classes (Music, Art, PE, Science Lab, Character Education, Computers, and Media) are an important time for them to explore areas of interest and also reinforce skills and content students must master to be successful on end-of-year testing.

Presentation of the Study

This study is organized into five chapters with subsections within each chapter. Together, these chapters capture the entire process of a problem of practice research study. The problem explored in this study is the increasing number of students in an elementary school who exhibit behavior problems and require intensive social, emotional and behavioral interventions in order to be successful citizens and students.

The first chapter serves as an introduction and provides a summary of the study. Within this chapter, the researcher provides demographic information about Whiteville City Schools public school district and the surrounding community and provides background about the MTSS framework. The problem of practice is also presented in this chapter along with many topics

associated with the problem. An introduction of social-emotional learning is also introduced in Chapter 1, as well as the purpose and significance of the study.

Chapter 2 is a review of the literature concerning topics addressed in this study. The literature review provides a summary of related studies conducted by other researchers and specific literature to support the design for this study. Topics included in this review include the history of SEL, SEL in schools, SEL competencies, effects of poverty and adverse childhood experiences on students, mental health trends in children, roles of federal regulations and assessment, connection to academics, and connection to workforce skills. Recommendations from the literature are included at the end of Chapter 2.

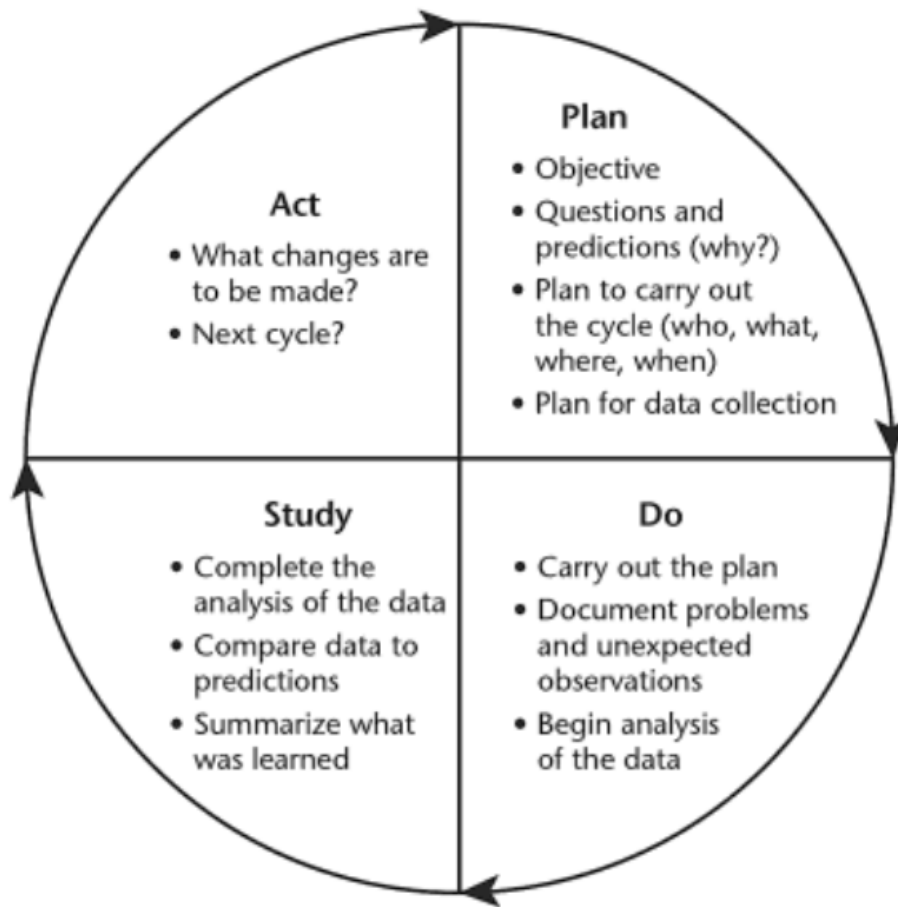
Chapter 3 explains the design of the study. The researcher used improvement science methodology and the Plan, Do, Study, Act Cycle to analyze pre-existing student data. In this chapter, the researcher outlines how these data are organized and analyzed.

In the fourth chapter, the researcher presents the findings and results from the study. These results are organized by the study questions as outlined in Chapter 3.

Within Chapter 5, the researcher provides recommendations based on findings from the study. Based on the results from this study, the researcher presents a research-based model and plan for educators and stakeholders to implement these recommendations.

Study Design

In this study, the researcher uses existing data collected by school administration and the MTSS team on the school population, as well as data specific to the students identified as needing tier 3 behavior interventions. Improvement science methodology, specifically the Model for Improvement and the Plan-Do-Study-Act (PDSA) Cycle (see Figure 6) guides the analysis of the data for this study (Langley, 1996).



Note. (Langley 1996).

Figure 6. Plan-Do-Study-Act Cycle.

Christie, Inkelas, and Lemire (2017, p. 27) explain that the Model for Improvement is framed around three questions:

1. What are we trying to accomplish?
2. How will we know that change is an improvement?
3. What change can we make that will result in improvement?

For the purposes of this study, the answers to the first two questions are as follows:

1. What are we trying to accomplish?
 - To improve social, behavioral and academic outcomes for tier 3 behavioral students.
2. How will we know that change is an improvement?
 - Students will exhibit fewer problem behaviors, report more excitement and hope about school and life, receive fewer office referrals, and be rated as showing growth in SEL skills by their teachers.

The answer to the third question, “What change can we make that will result in improvement?” is the focus of this study. The answer to this question is what the researcher determines by analyzing the data from implementing multiple rounds of the Plan-Do-Study-Act Cycle to make continuous improvements.

The Plan-Do-Study-Act (PDSA) cycle provides a framework for continually asking and answering these questions. Practitioners begin in the “Plan” stage by considering their objectives and creating a plan to reach the goal. In the “Do” step, the plan is implemented, and data are collected on progress and problems. These data are analyzed and summarized in the “Study” stage. The “Act” phase requires the practitioner to determine what adjustments must be made and how to proceed back around to “Plan.” The cycle continues to seek improvement and

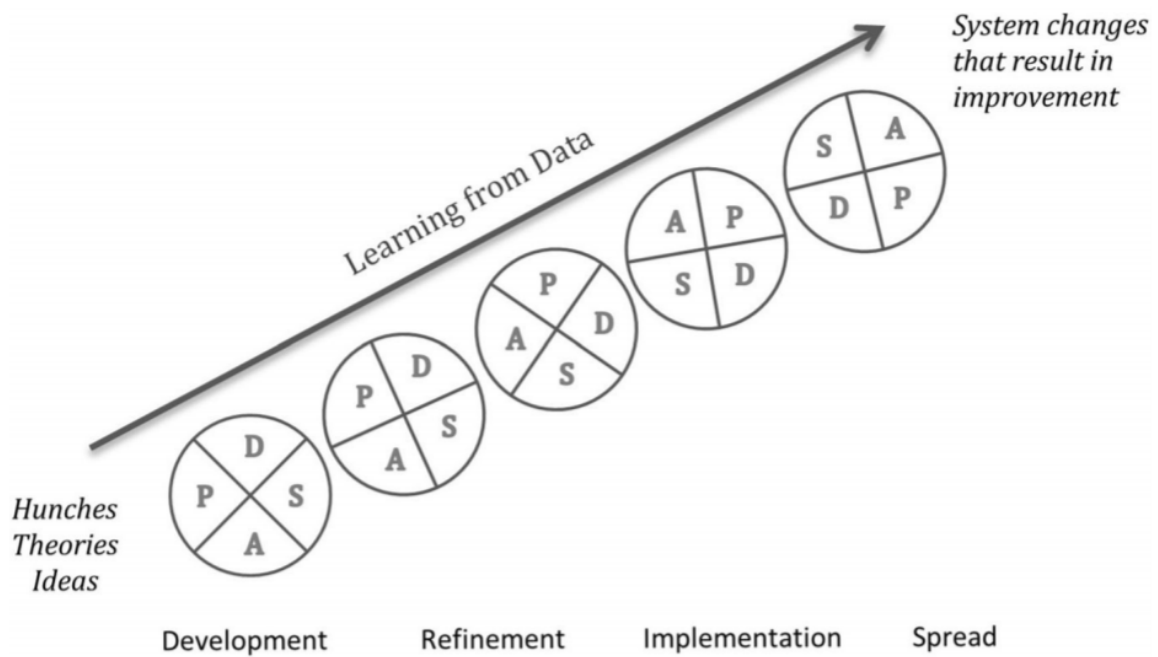
accelerate the improvement process (Langley, 1996). The value of the PDSA cycle is revealed when individuals or organizations systematically go through the cycle repeatedly and continue to learn and make changes from the data they have collected and analyzed as illustrated in Figure 7.

The first PDSA cycle was completed by the MTSS committee in the 2018-2019 school year to plan appropriate SEL core instruction and interventions. Based on the data gathered and analyzed, the team began the next cycle to plan the 2019 Summer Leadership Camp. Data from this experience was used to inform the next cycle for the first semester 2019-2020 school. This study uses the pre-existing data collected from these three rounds of the PDSA cycles to begin a new planning state for the second semester of the 2019-2020 school year and for the 2020 Summer Leadership Camp.

The researcher examined existing data sets for the entire school population, such as office referral data and social-emotional screener results. In addition, the researcher further analyzed existing data for the 15 students who participated in the Summer Leadership Camp in the summer of 2019. These data include academic and behavioral records from the 2018-2019 school year, existing pre- and post- camp student interview results, existing academic and behavior records and existing teacher surveys from the first semester of the 2019-2020 school year.

Main Objectives of the Study

The main objective of this study is to determine the effectiveness of a 3-day summer intensive social-emotional intervention for male students identified as behavioral tier 3 students in the prior school year. Additionally, this study provides examples of follow-up interventions during the school year and provide recommendations for best practices for summer



Note. Reprinted from Tichnor-Wagner, Wachen, Cannata, & Cohen-Vogel, 2017.

Figure 7. Repeated use of PSDA cycle.

and school-year social-emotional and behavioral interventions for tier 3 behavioral students.

Some of the specific objectives of this study include the following:

- Identify academic and social-emotional profiles for students requiring tier 3 behavioral interventions to ensure new students requiring interventions can be identified quickly.
- Understand the impact of an intensive SEL summer intervention on participating students' coping skills, social awareness, relationship skills, self-awareness, and self-management to determine next steps in planning future interventions.
- Determine how social, emotional and behavioral interventions fit into an MTSS framework.
- Identify strategies that increase at-risk students' hope and enthusiasm about school.
- Analyze existing data collected on students who participated in a 3-day summer intensive intervention to determine effectiveness of intervention.
- Determine if measurable differences from interventions can be observed using the DESSA-mini assessment and if it is an appropriate SEL universal screener for a Title I school.
- Identify successful interventions for at-risk students and create a model for school-year and summer intensive SEL interventions to improve students' social and academic success.

Study Questions

This study is guided by eight study questions. The study questions were developed with input from Whiteville City Schools stakeholders.

1. What is the academic and social-emotional profile for students who participated in the SEL summer intervention?
2. What is the impact of an intensive SEL summer intervention on participants' coping strategies for dealing with stressful situations?
3. What is the impact of an intensive SEL summer intervention on social awareness and relationship skills?
4. What is the impact of an intensive SEL summer intervention on participants' self-awareness and self-management skills?
5. What is the impact of an intensive SEL summer intervention on participants' feelings about starting a new school year?
6. What is the comparison of the Devereux Students Strengths Assessment Mini universal screener results between fall 2018 and fall 2019 for the summer intervention participants?
7. What will be the measurable outcomes from a summer behavior intervention that will demonstrate students' improved ability to handle academic and social situations?
8. What components of an intensive SEL summer intervention should be continued in the school year and in future summer opportunities to support students' success in SEL skills and academics?

Procedures

Using improvement science methodology, this study analyzes existing quantitative and qualitative data from the 2018-2019 school year, 2019 Summer Leadership Camp, and 2019-2020 school year at a Title I elementary school greatly affected by poverty, in Whiteville City Schools. Using the Plan-Do-Study-Act (PDSA) cycle, the researcher studies the impact of a

three-day summer social, emotional, and behavioral intervention of male behavioral tier 3 students. By studying the literature on social-emotional interventions, effects of poverty, and other related topics and analyzing the existing data collected by teachers, administrators, and MTSS team at the elementary school, the researcher creates a model of best practices for other schools and districts implementing tier 3 behavioral interventions.

During the 2018-2019 school year, the Whiteville City Schools superintendent and district MTSS team requested that each school within the system form their own MTSS team to analyze students' academic, social-emotional, and behavioral data. The MTSS team for the elementary school in this study discovered there were many measures in place to ensure strong core instruction, measure student progress and provide interventions in the academic realm. However, the team determined those structures were not in place for the social-emotional and behavioral side of the MTSS system.

During the 2018-2019 school year, teachers employed an SEL screener, the DESSA-mini, for the first time, and the school counselor used the research-based Second Step SEL curriculum to provide core, or tier 1, instruction to all students. Students who were identified as requiring additional support in this area, tier 2, were determined by the results of the DESSA-mini, teacher notes, and number of office referrals for behavior. Classroom and small-group interventions, such as social-skills groups and check-in/check-out procedures, were put into place for these students. Throughout the year, teachers, school administrators, and the MTSS team, remained concerned about the difficulty of providing additional intensive tier 3 interventions to those students who required even greater support to be successful with social-emotional or behavioral skills. Lack of time within the school day and personnel availability were cited as the two greatest challenges to providing these interventions.

With this in mind, the MTSS team planned to implement a three-day Summer Leadership Camp during July 2019 to target male tier 3 behavioral students. Staff conducted pre- and post-surveys with each of the 15 students who attended Leadership Camp to gather additional data for the MTSS team to determine the effectiveness of the camp.

When the 2019-2020 school year began in August 2019, the MTSS team and school administrators continued to collect data on the entire school population, including the students who participated in the Summer Leadership Camp. Data collected includes academic data – such as grades and benchmark scores – and social-emotional/behavioral data – such as results from DESSA-mini screener, classroom and office behavioral referrals, teachers and administrator notes and the results from a survey administered to the 7 resource (art, music, physical education, media, character education, and computer) teachers who have taught the students for two or three consecutive years at the end of the first semester of the 2019-2020 school year.

The researcher collected all of this pre-existing data – students' final grades and EOG scores from the 2018-2019 school year, office referral and teacher and administrator notes from the 2018-2019 school year, pre-camp interview responses, post-camp interview responses, first semester 2019-2020 office referrals, teacher and administrator notes, teacher survey responses, grades, and compiled that data into spreadsheets. From there, the researcher analyzed the data as outlined in the next section.

Data Analysis

The data to be used for this study is existing data on the school population and the students identified as needing tier 3 behavioral interventions. The following section outlines how the researcher collected and analyzed data for each of the eight study questions.

1. What is the academic and social-emotional profile for students who participated in the SEL summer intervention?

The researcher developed a spreadsheet with columns for each of the following data points from the 2018-2019 school year on each student who participated in the 2019 Summer Leadership Camp: Number of Office Referrals, Office Referral Offenses, DESSA-mini Score, Final Reading Letter Grade, Final Math Letter Grade, Reading End of Grade (EOG) Score, Math EOG Score, and Teacher & Administrator Notes. To summarize these 15 students' academic and social-emotional profiles, the researcher created an Academic, Social-Emotional, and Behavioral Matrix that categorizes these students by their strengths and weaknesses in each of these areas and provides a MTSS Profile for each student.

2. What is the impact of an intensive SEL summer intervention on participants' coping strategies for dealing with stressful situations?

The researcher analyzed data to answer this research question and presented it in a table titled "Impact on Coping Strategies for Stressful Situations" with three columns and a row for each student that participated in the 2019 Summer Leadership Camp. The three columns are labeled: (1) Coping Strategies Before Camp, (2) Coping Strategies After Camp, and (3) Impact.

For the "Coping Strategies Before Camp," column, the researcher analyzed the office referrals, and teacher and administrator notes from the 2018-2019 school year, and Question 4 (What do you do when you get angry or stressed?) from the Pre-Camp Interviews. A brief summary of the students' coping strategies before camp are noted in that column.

The next column "Coping Strategies After Camp" is a summary of data from 2019-2020 school year office referrals and teacher and administrator notes, and Survey Item 4 (Self-Management) from the 2019-2020 Teacher Surveys.

The researcher compares the evidence from the first two columns to determine a rating for the third column: Negative, Neutral, or Positive.

3. What is the impact of an intensive SEL summer intervention on social awareness and relationship skills?

The researcher analyzed data to answer this research question and presented it in a table titled “Impact on Social Awareness & Relationship Skills” with three columns and a row for each student that participated in the 2019 Summer Leadership Camp. The three columns are labeled: (1) Social Awareness & Relationship Skills Before Camp, (2) Social Awareness & Relationship Skills After Camp, and (3) Impact.

For the “Social Awareness and Relationship Skills Before Camp,” column, the researcher analyzed the office referrals, and teacher and administrator notes, the DESSA-mini results from the 2018-2019 school year, and Questions 8 and 9 from the Pre-Camp Interviews. A brief summary of the students’ social awareness and relationship skills before camp is noted in that column.

The next column “Social Awareness & Relationship Skills After Camp” is a summary of data from 2019-2020 school year office referrals, DESSA-mini results, and teacher and administrator notes; Questions 5 and 6 from the Post-Camp Interviews and Survey Item 2 (Social Awareness) and Survey Item 5 (Relationship Skills) from the 2019-2020 Teacher Surveys.

The researcher compares the evidence from the first two columns to determine a rating for the third column: Negative, Neutral, or Positive.

4. What is the impact of an intensive SEL summer intervention on participants’ self-awareness and self-management skills?

The researcher analyzed data to answer this research question and present it in a table titled “Impact on Self-Awareness and Self-Management Skills” with three columns and a row for each student that participated in the 2019 Summer Leadership Camp. The three columns are labeled: (1) Self-Awareness and Self-Management Skills Before Camp, (2) Self-Awareness and Self-Management Skills After Camp, and (3) Impact.

For the “Self-Awareness and Self-Management Skills Before Camp,” column, the researcher analyzed the office referrals, and teacher and administrator notes, the DESSA-mini results from the 2018-2019 school year, and Questions 1-5 from the Pre-Camp Interviews. A brief summary of the students’ self-awareness and self-management skills before camp is noted in that column.

The next column “Self-Awareness and Self-Management Skills After Camp” is a summary of data from 2019-2020 school year office referrals, DESSA-mini results, and teacher and administrator notes; Questions 1, 2, 3, 7, 8, & 9 from the Post-Camp Interviews and Survey Item 1 (Self Awareness) and Survey Item 4 (Self-Management) from the 2019-2020 Teacher Surveys.

The researcher compared the evidence from the first two columns to determine a rating for the third column: Negative, Neutral, or Positive.

5. What is the impact of an intensive SEL summer intervention on participants’ feelings about starting a new school year?

The researcher analyzed data to answer this research question and presented it in a table titled “Impact on Feelings about New School Year” with three columns and a row for each student that participated in the 2019 Summer Leadership Camp. The three columns are labeled: (1) MTSS Profile, (2) Student’s Self-Reported Feelings about New School Year, and (3) Impact.

The first column lists each student by their MTSS Profile as determined by the data analysis for Study Question 1. The second column is a summary of student responses to the Post-Camp Interview Question 7: How are you feeling about going back to school after your experience at camp this week? The researcher assigned a rating based on each student's response in the third column as Negative, Neutral or Positive.

6. What is the comparison of the Devereux Students Strengths Assessment Mini universal screener results between fall 2018 and fall 2019 for the summer intervention participants?

The researcher created a table to compare students' MTSS Profile from the 2018-2019 school year, their 2018-2019 DESSA-mini results, their 2019-2020 DESSA-mini results, and the impacts determined from the data analysis for Study Questions 2, 3, and 4. By comparing these data points, the researcher determined how the DESSA-mini results compare with the impacts noted in the data analysis tables.

7. What will be the measurable outcomes from a summer behavior intervention that will demonstrate students' improved ability to handle academic and social situations?

This study question is answered by the researcher compiling data analyzed in Study Questions 1-6 along with the complete results from the Teacher Surveys and students' current academic performance as measured by first semester reading and math grades. The researcher organized all this data into a 2019 Summer Leadership Camp Outcomes matrix and determine where there are measurable outcomes for the 15 students who participated.

8. What components of an intensive SEL summer intervention should be continued in the school year and in future camp opportunities to support students' success in SEL skills and academics?

To answer this question, the researcher created a table with a row for each 2019 Summer Leadership Camp participant and three columns: (1) MTSS Profile, (2) Student Feedback on Camp Experiences, and (3) Student Outcomes from Camp.

Column 1 is the student's MTSS Profile as determined by Study Question 1. Column 2 is a summary of student responses from Questions 1, 2, 8, & 9 from the Post-Camp Interviews. Column Three indicates what measurable outcomes were determined for each student from Study Question 7. By comparing students' profiles, self-reported thoughts and feelings about camp experiences, and their measurable outcomes, the researcher is able to make research-based recommendations on appropriate social-emotional interventions that will be successful for participants in the coming school year and summer – as well as provide a model for educators serving similar students.

Conclusion

This study is organized into five chapters with multiple subsections in each chapter. The first chapter introduces the background for this problem of practice which is the rise of mental health problems in children and the stressful impacts of poverty. These early-life problems result in students who require intensive social, emotional and behavioral interventions to be able to make appropriate academic and social progress.

The first chapter of this study serves as an introduction to this study. Within this chapter, background information about the school and region is presented and the problem of practice is introduced. The specific problem of practice addressed in this study is the need for tier 3 social-emotional interventions.

Chapter 2 is a summary of information gleaned from the literature about social-emotional learning and related issues. Topics explored include history of SEL, SEL in schools, SEL

competencies, effects of poverty and adverse childhood experiences on students, mental health trends in children, roles of federal regulations and assessment, connection to academics, and connection to workforce skills. This chapter closes with recommendations from the literature.

In the third chapter, the methodologies, procedures and study questions are presented. The researcher uses improvement science methodology and the Plan-Do-Study-Act Cycle to analyze pre-existing student data. In this chapter, the researcher outlines how these data are organized and analyzed.

The findings from this study will help inform educators at the elementary school within Whiteville City Schools and other schools with similar demographics of best practices to provide interventions for tier 3 behavioral students. These results are explored in Chapter 4.

The fifth chapter summarizes the researcher's suggested best practices for providing intensive interventions for elementary school students in SEL skills based on the results from this study, and recommendations for administrators, superintendents, legislators, teachers, and school counselors.

CHAPTER 4: RESULTS

Introduction

All public schools in North Carolina are in the process of implementing the Multi-Tiered System of Support (MTSS) framework. At the beginning of the 2018-2019 school year, the superintendent of Whiteville City Schools directed all school principals to form school-level MTSS teams to analyze student academic, social-emotional, and behavioral data to determine where students needed support in each of those areas. The MTSS framework requires all students to receive strong tier 1 core instruction for academics and social-emotional skills. Teachers administer universal screeners to determine which students have deficits in these areas that are not being addressed by core instruction. Those students are then provided targeted tier 2 interventions in addition to tier 1 core instruction. Teachers regularly progress monitor student performance at intervals throughout the school year to determine if additional students need tier 2 support, and evaluate if students receiving tier 2 interventions are making adequate progress towards their goals or need additional assistance. Students who are not making sufficient progress towards their academic, social-emotional, or behavioral goals from tier 1 and tier 2 measures are given additional tier 3 intensive interventions.

The MTSS team at an elementary school within Whiteville City Schools met regularly throughout the 2018-2019 school year and determined a need for intensive tier 3 social-emotional and behavioral interventions due to an increase of students exhibiting repeated behavior problems. Many of the students identified for tier 3 social-emotional and behavioral interventions were also receiving tier 2 and 3 academic interventions as well, which presented a scheduling and personnel challenge. Therefore, the school administration and MTSS team

decided to provide a 3-day intensive summer camp intervention for 15 rising fourth and fifth grade male students during the summer of 2019.

Data Sets

For this study, the researcher used the existing data on the elementary school population and specifically the 15 students who attended the 2019 Summer Leadership Camp. The following sections explain more about each data set and how the researcher used them in the study.

Devereux Student Strengths Assessment Mini

The elementary school MTSS team used the Devereux Student Strengths Assessment Mini (DESSA-Mini) as a social-emotional universal screener for all students at the beginning of the 2018-2019 school year. Appendix B shows an example of the screener questions. Each homeroom teacher rated her students on a scale from Never (0) to Very Frequently (4) for eight items considering the child's behavior over the previous four weeks. Based on those responses, all students within the school received a DESSA-mini score ranging from 0-32. Students who received a score of 15 or lower were identified as having a weakness in social-emotional skills and required tier 2 social-emotional interventions. Teachers used the DESSA-mini tool again in the 2019-2020 school year as a universal screener for their students.

Academic Data

All students within the elementary school receive quarterly, semester, and final grades in Reading, Math, and Science on a 10-point grading scale. In addition, all students within the elementary school participate in required North Carolina standardized testing. Students take the Reading and Math End-of-Grade (EOG) tests at the end of each school year in third, fourth and fifth grade. Fifth grade students also take the Science EOG test at the end of school year. Since

this study focused on the 15 students who participated in the 2019 Summer Leadership Camp, who just completed third or fourth grade and had not taken the Science EOG yet, the researcher used Reading and Math final grades and EOG scores from the 2018-2019 school year in her data analysis, along with first semester grades from the 2019-2020 school year.

Office Referral Data

School administrators and the school MTSS team track and analyze student office referral data throughout the school year. Through the Educator's Handbook office referral tracking system, many data points about each office referral are recorded, including time, location, offense, reporter, description of offense, and the action taken by school administrator. For this study, the researcher focused on the number of referrals for the general school population versus the numbers for the students who participated in the 2019 Summer Leadership Camp and the type of offenses for the participants. Descriptions of offenses and actions taken were also used for Teacher & Administrator Notes. Office referral data from the entirety of the 2018-2019 school year were used, as well as office referral data from the first semester of the 2019-2020 school year.

Summer Leadership Camp Student Interviews

At the beginning of the 2019 Summer Leadership Camp, school administrators interviewed each of the 15 participants, individually, to conduct the Pre-Camp Student Interview Questions found in Appendix F. These questions covered all five social-emotional domains: self-awareness, self-management, social awareness, relationship skills, and responsible decision making. At the end of the camp, school administrators interviewed each student again using the Post-Camp Interview Questions found in Appendix G. These questions covered three of the five domains: self-awareness, social awareness, and relationship skills. Self-management and

responsible decision-making questions were not included because the camp activities focused more on the other domains.

Resource Teacher Student Surveys

In order to analyze teacher perspectives on students' behaviors before and after the 2019 Summer Leadership Camp in each of the five social-emotional competencies, school administrators developed a survey at the end of the first semester of the 2019-2020 school year. The survey was administered digitally through Google Forms, but a paper copy is presented as Appendix H. All 15 students who participated in the 2019 Summer Leadership Camp have different homeroom teachers from the previous school year, so it would be difficult to compare the perspectives from different homeroom teachers. All students within the elementary school have daily resource classes in different subjects: Physical Education, Music, Computer Skills, Science Lab, Art, Character Education, and Media. The teachers of these resource classes have consistently been teaching students weekly, biweekly, or monthly for the past two, or in some cases, three years, so they are uniquely positioned to compare students' behaviors and actions over the first semester of the 2019-2020 school year to their behavior during the 2018-2019 school year. Therefore, school administrators named the survey, Resource Teacher Student Survey, and had five of the school resource teachers complete it at the end of the first semester of the 2019-2020 school year.

For each of the five social-emotional competencies, the teacher compared the student's current (2019-2020 school year) behavior to the prior year (2018-2019 school year) and gave the student a rating. The scale for the rating was from 1 to 5, with 1 being "Much Worse than the Last School Year," 3 being "Same as Last Year" and 5 being "Much Better than Last School Year."

The researcher analyzed these data by averaging the teachers' scores for each competency for each student. An average score between 2.8 and 3.2 in a competency was classified as a neutral impact. Scores of less than 2.8 indicated a negative impact and more than 3.2 represented a positive impact.

Study Question Findings

Study Question 1 Findings

What is the academic and social-emotional profile for students who participated in the SEL summer intervention? In the spring of 2019, when the elementary school MTSS team made plans for the 2019 Summer Leadership Camp, one of the first tasks was to identify the students who would be invited. In order to decide which students were in greatest need of behavior and/or social-emotional intervention, the team reviewed the school office referral data from the 2018-2019 school year. When the team ranked students by the number of office referrals received during the school year, they made several findings. There were 590 office referrals at the school during the 2018-2019 school year and 537 students enrolled at the end of the school year. Of those 537 students, 407 (approximately 76% of the student population) had zero or only one office referral during the 2018-2019 school year, which would place them within tier 1 of the behavioral category of MTSS. The 130 students who received two or more office referrals during the school year are candidates for tier 2 interventions. For the purposes of the 2019 Summer Leadership Camp, the MTSS team determined that five or more referrals would demonstrate a student who requires intensive tier 3 social-emotional and/or behavioral interventions in addition to tier 2 interventions and tier 1 core instruction. Approximately 9% of students, 49 students, comprised the list of students with 5 or more office referrals.

In order to create a small group of students for the 2019 Summer Leadership Camp, the MTSS team then focused on common characteristics of these 49 students. Forty of these students were male, so the team decided to focus on male students for the 2019 camp. The team then removed 19 additional students who would not return to the elementary school for the 2019-2020 school year because of promotion to the middle school or family relocation. The team then removed four additional students from the list that were already receiving behavioral support services from other organizations. The remaining 17 rising fourth and fifth grade male students were invited to the 2019 Summer Leadership Camp and 15 of the invitees attended the 3-day camp.

To answer study question 1, the researcher gathered additional existing qualitative and quantitative data on each of those 15 students. In the MTSS model, usually one side of the triangle is Academic and the other is Social-Emotional, with Behavior as a data point under Social-Emotional. In order to gain a greater understanding of the strengths and challenges for each male student in the 2019 Summer Leadership Camp, the researcher created Table 2, Academic, Social-Emotional, & Behavioral Profile of Leadership Camp Participants, with multiple indicators from the 2018-2019 school year. Analyzing all of the data points for each student, the researcher assigned an “MTSS Profile” to each student as shown in Table 2.

MTSS profile. This profile was created by the researcher to classify students by categories of skills. Generally, the MTSS model recognizes two categories (Academic and Social-Emotional) and educators assign students to tier 1, tier 2, and tier 3 in both of those areas by analyzing student data. However, as the researcher analyzed the data of the 15 students who attended the 2019 Summer Leadership Camp, she found it useful to categorize students into

Table 2

Academic, Social-Emotional, & Behavioral Profile of Leadership Camp Participants

Student	2018- 2019 Number of Office Referrals	2018-2019 Office Referral Offenses	Fall 2018 DESSA -Mini Score	2018- 2019 Final Reading Letter Grade	2018- 2019 Final Math Letter Grade	2019 Reading EOG Level	2019 Math EOG Level	2018-2019 Administrator Notes	Teacher & Notes	MTSS Profile
Student 1 (Rising 5 th Grader)	9	*Disruptions (5) *Disrespect (2) *Other (2)	16	C	B	2	NP	*Curious & Bright *Acts Out When Frustrated *Never Been Retained		A2- SE2- B3*L4
Student 2 (Rising 4 th Grader)	9	*Physical Aggression (4) *Disrespect (2) *Disruption (2) *Fighting (1)	15	D	F	1	NP	*Can be very loving and well-mannered *Difficulty Controlling Anger *Retained Reading Label		A3- SE3- B3*L6
Student 3 (Rising 4 th Grader)	9	*Profanity (5) *Fighting (1) *Inappropriate Use of Technology (1) *Physical Aggression (1) *Property Destruction (1)	14	C	B	4	4	*Very Smart & Interested in Variety of Subjects *Difficulty Making Friends and Having Appropriate Conversations *Never Been Retained		A1- SE3- B3*L4

Table 2 (continued)

Student	2018-2019 Number of Office Referrals	2018-2019 Office Referral Offenses	Fall 2018 DESSA- Mini Score	2018- 2019 Final Reading Letter Grade	2018- 2019 Final Math Letter Grade	2019 Reading EOG Level	2019 Math EOG Level	2018-2019 Teacher & Administrator Notes	MTSS Profile
Student 4 (Rising 5 th Grader)	12	Bus Misbehavior (5) Disrespect (2) Defiance (1) Threat (1) Inappropriate Sexual Behavior (1) Inappropriate Use of Technology (1) Disruption (1)	12	D	C	2	3	*Very Popular with Other Students *Has a poor attitude when corrected about his behavior *Retained in Second Grade	A2- SE3- B3*L5
Student 5 (Rising 5 th Grader)	13	Disrespect (4) Disruption (3) Inappropriate Sexual Behavior (3) Fighting (2) Other (1)	21	C	C	1	NP	*Usually very sweet *Difficulty controlling himself once he becomes angry *Retained in First Grade	A3- SE2- B3*L5
Student 6 (Rising 4 th Grader)	5	Physical Aggression (2) Other (1) Bus Misbehavior (1) Disrespect (1)	15	B	C	3	3	*Smart *Little interest in making friends and can be very defiant *Never been retained	A1- SE3- B3*L4

Table 2 (continued)

Student	2018-2019 Number of Office Referrals	2018-2019 Office Referral Offenses	Fall 2018 DESSA- Mini Score	2018-2019 Final Reading Letter Grade	2018-2019 Final Math Letter Grade	2019 Reading EOG Level	2019 Math EOG Level	2018-2019 Teacher & Administrator Notes	MTSS Profile
Student 7 (Rising 5 th Grader)	11	Bus Misbehavior (5) Disrespect (2) Defiance (1) Physical Aggression (1) Disruption (1) Profanity (1)	14	C	D	1	NP	*Funny & Popular *Difficulty controlling anger and disruptive behavior *Never been retained	A3-SE3- B3*L6
Student 8 (Rising 5 th Grader)	9	Disrespect (3) Fighting (3) Defiance (1) Disruption (2)	18	B	B	4	4	*Smart *Can be very defiant & immature *Never been retained	A1-SE2- B3*L3
Student 9 (Rising 5 th Grader)	7	Bus Misbehavior (3) Defiance (1) Inappropriate Use of Technology (1) Property Destruction (1) Class Disruptions (1)	18	F	F	1	NP	*Popular *Very defensive and has poor attitude when corrected *Retained in first grade	A3-SE2- B3*L5
Student 10 (Rising 4 th Grader)	7	Bus Misbehavior (4) Defiance (2) Other (1)	12	F	F	1	NP	*Funny *Very unmotivated and can be defiant *Retained in first grade	A3-SE3- B3*L6

Table 2 (continued)

Student	2018-2019	2018-2019	Office	Fall 2018	2018-2019	2018-2019	2019	2019	2018-2019	Teacher &	MTSS
	Number of				DESSA-	Final					
	Referrals	Referral	Offenses	Mini	Letter	Letter	Level	Level			
				Score	Grade	Grade					
		</									

Table 2 (continued)

Student	2018-2019 Number of Office Referrals	2018-2019 Office Referral Offenses	Fall 2018 DESSA- Mini Score	2018-2019	2018-2019	2019 Reading EOG Level	2019 Math EOG Level	2018-2019 Teacher & Administrator Notes	MTSS Profile
				Final Reading Letter Grade	Final Math Letter Grade				
Student 14 (Rising 5 th Grader)	8	Physical Aggression (5)	20	B	C	4	3	*Smart and can be very mannerly	A1-SE2- B3*L3
		Disruptions (2) Fighting (1)						*Lashes out at others physically and emotionally when threatened *Retained in first grade	
Student 15 (Rising 5 th Grader)	8	Disrespect (3) Physical Aggression (2)	15	C	C	1	NP	*Can be very loving *Sometimes makes poor decisions and difficult to motivate	A3-SE3- B3*L6
		Bus Misbehavior (1) Weapons (1) Fighting (1)						*Retained in first grade	

tiers for three categories: Academic, Social-Emotional, and Behavioral. By separating Behavior from Social-Emotional skills, the researcher can create a clearer picture of the strengths and needs of each student. Obviously, there is a great deal of overlap between Social-Emotional and Behavioral skills, however, some of the 15 identified students displayed greater strengths in social-emotional skills but all were identified as tier 3 for behaviors since they had received 5 or more office referrals during the 2018-2019 school year.

The MTSS Profile is coded as follows: A for Academic, SE for Social-emotional, B for Behavioral, and L for Levels of Support Beyond Tier 1/Core Instruction. The number that corresponds to each category indicates the tier the student is in for that category according to the data indicators in Table 2. Tier 1 represents the student is performing similarly to an average student in his grade level in that category. Tier 2 represents the student is showing some difficulty in that category and requires additional support and intervention – one Level of Support Beyond Tier 1/Core Instruction. Tier 3 indicates that the student is having consistent problems in that area and requires tier 2 supports as well as intensive tier 3 interventions – two Levels of Support Beyond Tier 1/Core Instruction.

As an example, a student classified as A1-SE1-B1 would have *L0 at the end of the profile because zero additional levels of support beyond core are necessary for that student to be successful. A student classified as A2-SE2-B3 would have *L4 at the end of the profile because the student requires a level of support in Academic skills, a level of support in Social-Emotional skills, and two levels of support in Behavioral skills.

Data indicators for study question 1. Eight data indicators from the 2018-2019 school year were used as headings in Table 2: 2018-2019 Number of Office Referrals, 2018-2019 Office Referral Offenses, Fall 2018 DESSA-Mini Score, 2018-2019 Final Reading Letter Grade,

2018-2019 Final Math Letter Grade, 2019 Reading EOG Level, 2019 Math EOG Level, and Teacher & Administrator Notes. Each of these data points informed the researcher's classification of each student's tier for Academics, Social-Emotional, and Behavioral Skills.

2018-2019 number of office referrals. This number represents the number of times the student was written up and had a formal office disciplinary referral and consequence assigned by a school administrator. This indicator informs a student's behavioral tier.

2018-2019 office referral offenses. In this column, every category of offense for which the student received an office referral is listed with the number of times he was written up for that offense in parentheses following the offense. The types and frequencies of each student's offenses inform the student's social-emotional and behavioral tiers.

Fall 2018 DESSA-mini score. This is the score the student received from the ratings of his homeroom teacher in the fall of the 2018-2019 school year. According to the DESSA-mini scoring guide, scores of 15 or below indicate that social-emotional skills is a "need" for that student; a score between 16 and 28 demonstrates that a student has "typical social-emotional skills" and a score of 28 through 32 indicates that social-emotional skills is a "strength" for that student. This score informs the researcher's determination of the student's social-emotional tier.

2018-2019 final reading and math letter grades. All students in the elementary school who are instructed on the North Carolina Standard Course of Study receive numerical grades each quarter in reading, math, and science. Grades for each quarter are then averaged for each subject for the final grade of the school year. A letter score is assigned on a 10-point grading scale. These letter grades inform the researcher's assignment of students' academic tier.

2018-2019 reading and math End-of-Grade (EOG) levels. All third, fourth, and fifth grade students in the elementary school take the required North Carolina End-of-Grade (EOG)

tests in reading and math. Students receive a scale score and a correlating proficiency level. For reading, levels 1 and 2 are considered below grade level or non-proficient. Level 3 is proficient in grade-level standards, and Levels 4 and 5 are grade-level proficient and on track for college- and-career readiness. Levels 3, 4, and 5 indicate the same for math, however, there are no levels 1 and 2, just non-proficient (NP). These scores inform each student's academic tier.

Teacher and administrator notes. Teacher and administrator notes were recorded in the description portion of the office referral and in the notes made by the MTSS team when selecting students for leadership camp. These notes inform all three categories: academic, social-emotional, and behavioral.

Behavior tier data. All 15 male students who participated in the 2019 Summer Leadership Camp were classified as behavioral tier 3 (B3) because of their excessive office referrals. Tiers for academic and social-emotional skills for the other participants varied.

Social-emotional tier data. The researcher placed students into social-emotional tiers based on their 2018-2019 DESSA-mini score and 2018-2019 Teacher and Administrator Notes. Only one student (Student 11) was classified as tier 1 in both academic and social-emotional skills, so his overall MTSS Profile was A1-SE1-B3*L2, which indicates he needs two layers of support beyond the core in behavior skills to be successful, but is performing similarly to an average student in his grade in terms of academics and social-emotional skills. However, school administrators presumed these students' behavioral problems are the result of a social-emotional skill deficiency so social-emotional interventions, such as the Leadership Camp, have a high probability for improving student behavior and could classify as a behavioral intervention.

Six of the 15 students were classified as SE2 with the remaining eight students being SE3. Combined with the two layers of behavior support each of those students required from the

B3 classification, the SE2 students now require 3 layers, and the SE3 students require 4 layers of support.

Academic tier data. The greatest diversity in tier classifications was found in the Academic category. Six of the 15 male students were performing at or above grade level academic standards and were classified as A1 and required no additional supports for academics. Three of the 15 were classified as A2 and required one layer of academic support and the remaining six students, according to their data indicators, were A3 and required two layers, tier 2 and tier 3, of academic support to be successful.

Summary of study question 1 findings. Figure 8 provides a visual representation of each student's profile. Four students are classified as MTSS Profile A3-SE3-B3*L6 and require six layers of support beyond the core to be successful at school. Two students are classified as MTSS Profile A2-SE3-B3*L5 and two as MTSS Profile A1-SE3-B3*L5, all requiring five levels of support. There are two students requiring 4 layers of support: Student 1 (A2-SE2-B3*L4) and Student 3 (A1-SE3-B3*L4). Three students requiring 3 levels of support are classified A1-SE2-B3*L3 and the remaining student only requiring the behavioral interventions is classified as A1-SE1-B3*L2.

Study Question 2 Findings

What is the impact of an intensive SEL summer intervention on participants' coping strategies for dealing with stressful situations? All the participants in the 2019 Summer Leadership Camp had multiple behavior referrals that stemmed from the student being in a situation in which he perceived to be stressful or difficult. In creating study question 2, the researcher sought to find if the summer camp intervention had a positive, neutral or negative impact on the students' coping strategies for handling stressful situations.

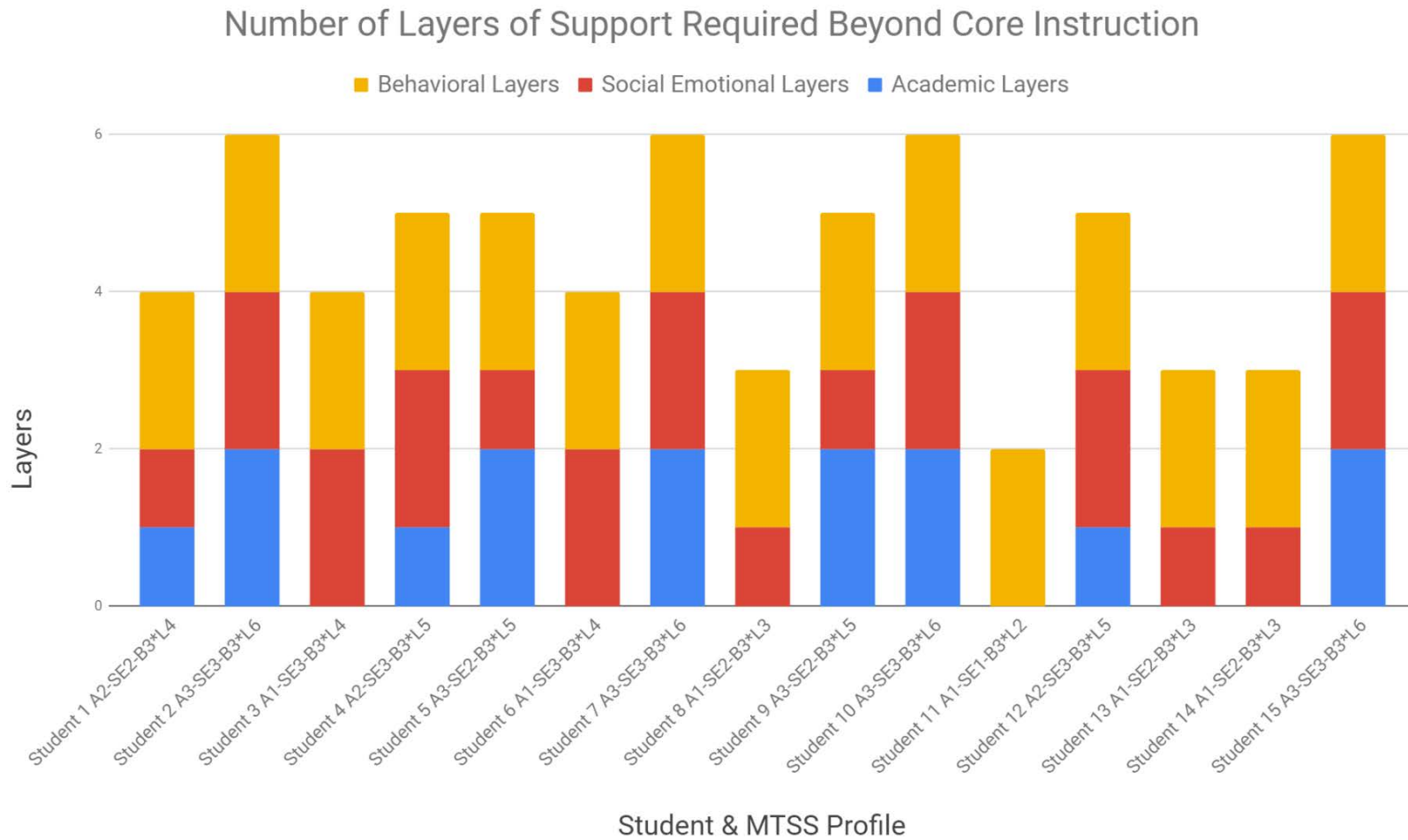


Figure 8. Number of layers of support required beyond core instruction.

Data indicators for study question 2. Table 3 has 4 columns and 14 rows of data to analyze for study question 2. The first column provides the code and grade level for the 14 students included in this data set. (Note. One student who participated in the camp moved to another school early in the 2019-2020 school year.) Three data indicators from the 2018-2019 school year (2018-2019 Office Referral Offenses, 2018-2019 Teacher and Administrator Notes, and Pre-Camp Interview- Question 4) were used to create a summary for column 2, “Coping Strategies Before Camp.” Four data indicators from the 2019-2020 school year (2019-2020 Office Referral Offenses, 2019-2020 Teacher and Administrator Notes, and Teacher Survey Question 4: Self-Management) were used to create a summary for column 3, “Coping Strategies After Camp.” The final column is the researcher’s conclusion about the impact of the intervention after comparing the summary of indicators from before and after the 2019 Summer Leadership Camp intervention.

Number of participants. Although 15 students attended the 2019 Summer Leadership Camp, one of the students moved to another school district early in the 2019-2020 school year and was no longer enrolled at the elementary school. Therefore, for the remaining study questions, Student 15 will no longer be listed and only 14 students’ data will be analyzed.

2018-2019 and 2019-2020 office referral offenses. The researcher only included office referral offenses that were related to the student’s strategy for dealing with stressful situations, such as disrespect, fighting, physical aggression, disruptions, etc. Other offenses, such as theft, inappropriate use of technology, and inappropriate sexual behavior, were excluded.

2018-2019 and 2019-2020 teacher and administrator notes. Only notes that were related to students’ coping strategies for dealing with stressful situations were included.

Table 3

Impact of 2019 Summer Leadership Camp on Participants' Coping Strategies for Dealing with Stressful Situations

Student	Coping Strategies Before Camp	Coping Strategies After Camp	Impact
Student 1 (Rising 5 th Grader)	*Two Office Referrals for disrespect, five for disruptions *Self-reports balling up fist when angry *Acts out when frustrated	*Two Office Referrals for Disrespect, three for bus misbehavior *Less classroom disruptions *Teacher survey- slight improvement in this area	Positive
Student 2 (Rising 4 th Grader)	*Four office referrals for physical aggression, one for fighting, two for disruption, two for disrespect *Extremely hard time recovering when angry *Reported in interview that when he gets mad, he gets ready to break stuff	*Two office referrals for physical aggression, none for fighting, three for disrespect, one for bus misbehavior *Much better coping skills with anger *Teacher surveys noted improvement in this area *Much calmer interactions with students and teachers	Positive
Student 3 (Rising 4 th Grader)	*Five office referrals for profanity, one for fighting, one for physical aggression, one for disruption *Reported he punches when he is angry *Difficulty controlling profanity	*Two office referrals for disrespect, none in other areas *Teacher survey- slight improvement in these areas *Less conflicts and profanity	Positive
Student 4 (Rising 5 th Grader)	*Two office referrals for disrespect, five for bus misbehavior, one for defiance, one for disruption, one for threat *Has a poor attitude when corrected about his behavior	*Five office referrals for disrespect, one for disruption, one for bus behavior *Teacher survey- regression in this area *Similar behaviors to last year	Neutral

Table 3 (continued)

Student	Coping Strategies Before Camp	Coping Strategies After Camp	Impact
Student 5 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Four office referrals for disrespect, two for fighting, *Self-reported that he throws stuff and does stuff to other people when he is angry *Very strong fight-or-flight responses and makes rash decisions when upset 	<ul style="list-style-type: none"> *Four office referrals for disrespect, two for profanity, two for disruption, one for defiance, one for physical aggression *Teacher surveys note improvement in this area 	Neutral
Student 6 (Rising 4 th Grader)	<ul style="list-style-type: none"> *Two office referrals for physical aggression and one for disrespect, one for bus misbehavior *Shuts down when presented with undesirable task or direction *Reports that he starts throwing and hitting and doesn't talk when he's mad 	<ul style="list-style-type: none"> *One office referral for fighting, two for bus misbehavior, one for disruption, one for defiance *Teacher survey notes improvement in this area 	Neutral
Student 7 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Two office referrals for disrespect, five for bus misbehavior, one for defiance, one for disruption, one for physical aggression, one for profanity *Has nervous energy and disrupts class and others around him when stressed 	<ul style="list-style-type: none"> *Three office referrals for disrespect, two for fighting, two for bus misbehavior, one for defiance, one for disruption *Students behavior is very up and down- stretches of good behavior and then stretches of bad *Teacher survey- neutral response in this area 	Neutral
Student 8 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Three office referrals for disrespect, one for defiance, two for disruption, three for fighting *Becomes very defiant and whiny when stressed or angry *Will fight at anyone he feels threatened by *Reports he balls up fist and say I'm going to do stuff 	<ul style="list-style-type: none"> *Six office referrals for disrespect, three for defiance *Teacher survey indicated improvement in this area *More control and ability to walk away when upset *Will ask to come to office when he is stressed to remove himself from situation. 	Positive

Table 3 (continued)

Student	Coping Strategies Before Camp	Coping Strategies After Camp	Impact
Student 9 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Three office referrals for bus misbehavior, one for defiance, one for property destruction, one for disruption *Self-reports yelling when mad *Very defensive and has poor attitude when corrected 	<ul style="list-style-type: none"> *Four office referrals for disrespect, six for disruption, three for bus misbehavior *Teacher surveys indicated regression in this area *Often reports to administrator when another student when upset 	Neutral
Student 10 (Rising 4 th Grader)	<ul style="list-style-type: none"> *Four office referrals for bus misbehavior, two for defiance, *Often shuts down and does not complete work *Reports he'll beat someone up if they talk about his mom 	<ul style="list-style-type: none"> *Three office referrals for bus misbehavior, one for disrespect *Similar behaviors to last year *Continues to shut down and not complete work *Teacher surveys- neutral in this area 	Neutral
Student 11 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Four office referrals for disrespect, six for disruption, two for defiance, one for bus misbehavior, two for fighting *Reports that he tries to calm down and tells people to leave him alone when mad *Makes excuses and become defensive when corrected 	<ul style="list-style-type: none"> *Four office referrals for disrespect, three for bus misbehavior, two for disruption, one for defiance, one for fighting *Teacher surveys indicates improvements in this area *Student had several referrals at beginning of year but then had marked improvement *Student voluntarily checks in with administrators daily 	Positive
Student 12 (Rising 4 th Grader)	<ul style="list-style-type: none"> *One office referral for physical aggression, three for bus misbehavior *Aggressive when threatened *Reports that if he gets hit, he'll act like he would hit back 	<ul style="list-style-type: none"> *No related referrals *Teacher survey indicates improvements in this area *Significant improvement in daily behavior and classwork 	Positive

Table 3 (continued)

Student	Coping Strategies Before Camp	Coping Strategies After Camp	Impact
Student 13 (Rising 4 th Grader)	*Three office referrals for fighting, two for physical aggression, two for disruptions, one for defiance *Difficulty recovering when angry *Reports going outside and riding bike when angry to think about things	*One office referral for fighting and three for bus misbehavior *Less physical aggression and fights *Teacher survey- neutral in this area	Positive
Student 14 (Rising 5 th Grader)	*Five office referrals for physical aggression, one for fighting, two for disruptions *Lashes out at others physically and emotionally when he feels threatened	*Five office referrals for physical aggression, one for threat, one for profanity *Teacher survey indicated strong improvements in this area *Behavior in mornings is much better. Almost all incidents are in afternoon.	Positive

Pre-camp student interview. As part of the data to answer study question 2, the researcher included responses from Pre-Camp Interview Question 4: *What do you do when you get angry or stressed?*

Teacher survey question 4: self-management. Resource teachers were provided a definition for self-management and a list of self-management skills and then rated each student on a scale from 1 to 5 with 1 being “Much Worse than the Last School Year,” 3 being “Same as Last Year” and 5 being “Much Better than Last School Year,” as demonstrated in Appendix H.

Impact. For study questions 2, the researcher compared data points from before the 2019 Summer Leadership Camp to data points from after the camp. The pre- data points are all from the 2018-2019 school year and the post- data points are all from the 2019-2020 school year. There are many different variables other than the 2019 Summer Leadership Camp that may have had an impact on students’ skills in the areas of focus for these study questions, including, but not limited to: student age and maturity level, different teachers, changes in home life, class make-ups of different students, etc. However, this study seeks to find patterns that would indicate a possibility that the 2019 Leadership Camp had an impact on the areas addressed. For each area of focus for study questions 2, the researcher used the data points in the table to assign a rating of “Positive,” “Neutral,” or “Negative” in the column labeled “Impact.”

Summary of study question 2 findings. Of the 14 students who participated in the 2019 Summer Leadership Camp and were enrolled in the same elementary school during the 2019-2020 school year, eight students were identified as having improved coping strategies for dealing with stressful situations. The impact for these students was recorded as positive. The remaining six students demonstrated no improvement in their coping strategies or mixed results, which indicated the impact of the 2019 Summer Leadership Camp was neutral in this area.

Study Question 3 Findings

What is the impact of an intensive SEL summer intervention on social awareness and relationship skills? Of the fifteen participants in the 2019 Summer Leadership Camp, all but one student had multiple office referrals due to deficiencies in social awareness and/or relationship skills. Only Student 10, a rising 4th grader, did not have any office referrals related to these skills during the 2018-2019 school year, but his low DESSA-mini score from that school year, indicated this skill was an area of concern for him as well.

Data indicators for study question 3. Table 4 has 4 columns and 14 rows of data to analyze for study question 3. The first column provides the code and grade level for the 14 students included in this data set. Four data indicators from the 2018-2019 school year (2018-2019 Office Referral Offenses, 2018-2019 Teacher and Administrator Notes, 2018-2019 DESSA-mini score, and Pre-Camp Interview: Questions 8 and 9) were used to create a summary for column 2, “Social Awareness and Relationship Skills Before Camp.” Five data indicators from the 2019-2020 school year (Post Camp Interviews: Questions 5 and 6, 2019-2020 Office Referral Offenses, 2019-2020 Teacher and Administrator Notes, 2019-2020 DESSA-mini scores, and Teacher Survey Questions 2 and 5) were used to create a summary for column 3, “Social Awareness and Relationship Skills After Camp.” The final column is the researcher’s conclusion about the impact of the intervention after comparing the summary of indicators from before and after the 2019 Summer Leadership Camp intervention.

2018-2019 and 2019-2020 office referral offenses. The researcher only included office referral offenses that were related to the student’s social awareness and relationship skills, such as disrespect, fighting, physical aggression, inappropriate sexual behavior, etc. Other offenses, such as theft, inappropriate use of technology, and disruption, were excluded.

Table 4

Impact on Social Awareness and Relationship Skills

Student	Social Awareness and Relationship Skills Before Camp	Social Awareness and Relationship Skills After Camp	Impact
Student 1 (Rising 5 th Grader)	*Two Office Referrals for Disrespect *Self-reports good healthy relationship *Low-average DESSA-mini score	*Two Office Referrals for Disrespect *Similar interactions with peers as last year *Teacher survey- slight improvement in these areas	Neutral
Student 2 (Rising 4 th Grader)	*Four office referrals for physical aggression, one for fighting, two for disrespect *Extremely hard time recovering when angry *DESSA-mini score indicates weakness in this area	*Reported in post-camp survey that he understood that if you are nice, people are nice to you and that he would be better at making friends *Two office referrals for physical aggression, none for fighting, three for disrespect *Better coping skills when angry *Teacher surveys noted improvement in these areas *Similar DESSA-mini score *Better peer relationships	Positive
Student 3 (Rising 4 th Grader)	*Five office referrals for profanity, one for fighting, one for physical aggression *DESSA-mini score indicates weakness in this area *Difficulty making friends and having appropriate conversations	*Two office referrals for disrespect, none in other areas *Teacher survey- neutral response in these areas *DESSA-mini in average range *Less conflicts with peers	Positive
Student 4 (Rising 5 th Grader)	*Two office referrals for disrespect, one for threat, one for inappropriate sexual behavior *Very popular with other students *Low DESSA-mini score	*Five office referrals for disrespect *Teacher survey-neutral responses in these areas *Continues to be popular with other students *Low DESSA-mini score	Neutral

Table 4 (continued)

Student	Social Awareness and Relationship Skills Before Camp	Social Awareness and Relationship Skills After Camp	Impact
Student 5 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Four office referrals for disrespect, three for inappropriate sexual behavior, two for fighting *Average DESSA-mini score *Self-reported good relationships *Has very strong fight-or-flight responses and makes rash decisions when upset 	<ul style="list-style-type: none"> *Four office referrals for disrespect, two for profanity, one for physical aggression *Low DESSA-mini score *Other students consistently report disrespectful behavior from this student *Teacher surveys note improvement in these areas 	Neutral
Student 6 (Rising 4 th Grader)	<ul style="list-style-type: none"> *Two office referrals for physical aggression and one for disrespect *Low-average DESSA-mini score *Little interest in making friends and can be defiant 	<ul style="list-style-type: none"> *One office referral for fighting *Same DESSA-mini score *No additional interest in making friends *Teacher survey notes slight improvements in these areas 	Neutral
Student 7 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Two office referrals for disrespect, one for physical aggression, one for profanity *Low DESSA-mini score *Good sense of humor but not always used at appropriate times 	<ul style="list-style-type: none"> *Three office referrals for disrespect, two for fighting, one for inappropriate sexual behavior *Students behavior is very up and down- stretches of good behavior and then stretches of bad *Average DESSA-mini score Teacher survey- neutral response in these areas 	Negative
Student 8 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Three office referrals for disrespect and three for fighting *Average DESSA-mini score *Immature behavior and very little control when upset about a situation 	<ul style="list-style-type: none"> *Six office referrals for disrespect and one for inappropriate sexual behavior *Teacher survey indicated improvements in these areas *More control and ability to walk away when upset with another student 	Positive

Table 4 (continued)

Student	Social Awareness and Relationship Skills Before Camp	Social Awareness and Relationship Skills After Camp	Impact
Student 9 (Rising 5 th Grader)	*No office referrals related to these areas *Average DESSA-mini score *Popular with other students	*Four office referrals for disrespect *Teacher surveys indicated regression in these areas *DESSA-mini score extremely low *Remains popular with peers	Negative
Student 10 (Rising 4 th Grader)	*No office referrals in this area *Low DESSA-mini score *Likes to make other students laugh *Reports having a few close friends	*One office referral for bullying, one for inappropriate sexual behavior, one for disrespect *DESSA-mini score lower than last year	Negative
Student 11 (Rising 5 th Grader)	*Four office referrals for disrespect, two for fighting *Makes excuses and become defensive when corrected *Very charismatic and funny	*Four office referrals for disrespect, one for bullying, one for fighting *Reported that he would have more friends after camp *Teacher surveys indicates improvements in both these areas *Student had several referrals at beginning of year but then had marked improvement *Student voluntarily checks in with administrators daily *Continues to be charismatic and funny	Positive
Student 12 (Rising 4 th Grader)	*One office referral for physical aggression *Low DESSA-mini score	*No office referrals related to these areas *Average DESSA-mini score (12-point increase) *Teacher survey indicates improvements in these areas	Positive

Table 4 (continued)

Student	Social Awareness and Relationship Skills Before Camp	Social Awareness and Relationship Skills After Camp	Impact
Student 13 (Rising 4 th Grader)	*Three office referrals for fighting, two for physical aggression, one for inappropriate sexual behavior *Low average DESSA-mini score *Difficulty recovering when student becomes angry	*One office referral for fighting *High average DESSA-mini score (9-point increase) *Teacher survey- neutral in these areas	Positive
Student 14 (Rising 5 th Grader)	*Five office referrals for physical aggression, one for fighting *Average DESSA-mini score *Student tends to have ongoing conflicts with other students	*Five office referrals for physical aggression, one for bullying, one for threat, one for profanity *Low DESSA-mini score *Teacher survey indicated improvements in these areas *Student continues to have ongoing conflicts with other students	Negative

2018-2019 and 2019-2020 teacher and administrator notes. Only notes that were related to student's social awareness and relationship skills were included.

Pre-camp interview. As part of the data to answer study question 3, the researcher included responses from Pre-Camp Interview Question 8 (Describe your friendships at school.) and Question 9 (Describe your relationship with your parents, siblings, and others who live in your home.).

Post-camp interview. As part of the data to answer study question 3, the researcher included responses from Post-Camp Interview Questions 5 (How do you think your friendships at school will change because of what you've learned this week?) and Question 6 (How have your relationship with your parents, siblings, and others who live in your home changed this week and how do you think they will continue to change?).

Teacher survey questions 2 (social awareness) and 5 (relationship skills). Resource teachers were provided definitions and a list of skills for Social Awareness and Relationship Skills and then rated each student on a scale from 1 to 5 with 1 being "Much Worse than the Last School Year," 3 being "Same as Last Year" and 5 being "Much Better than Last School Year," as demonstrated in Appendix H.

Impact. For study questions 3, the researcher compared data points from before the 2019 Summer Leadership Camp to data points from after the camp. Pre- data points are all from the 2018-2019 school year and the post-data points are all from the 2019-2020 school year. There are many different variables other than the 2019 Summer Leadership Camp that may have had an impact on students' skills in the areas of focus for these study questions, including, but not limited to: student age and maturity level, different teachers, changes in home life, class make-ups of different students, etc. However, this study seeks to find patterns that would indicate a

possibility that the 2019 Leadership Camp had impact on the areas addressed. For each area of focus for study question 3, the researcher used the data points in the table to assign a rating of “Positive,” “Neutral,” or “Negative” in the column labeled “Impact.”

Summary of study question 3 findings. Participation in the 2019 Summer Leadership Camp had a positive impact on 6 of the 14 students in the areas of social awareness and relationship skills. The remaining eight students were divided evenly between a neutral or negative impact. The researcher noticed a pattern that 3 of the 4 students who received a negative score and one of the students receiving a neutral score were noted to be “funny” or “popular.” A theory for these students not making as much improvement in these areas as the other participants is that they had incentive to continue or worsen negative social awareness or relationship skills if these actions resulted in admiration from their peers in the past.

Study Question 4 Findings

What is the impact of an intensive SEL summer intervention on participants’ self-awareness and self-management skills? All 15 of the participants in the 2019 Summer Leadership Camp had five or more office referrals during the 2018-2019 school year indicating deficiencies in their self-awareness and/or self-management skills. In most social-emotional curricula, these are the first two skills that students are taught since an awareness and ability to manage one’s own behaviors precedes other social-emotional skills (O’Neil, 2019).

Data indicators for study question 4. Table 5 has 4 columns and 14 rows of data to analyze for study question 4. The first column provides the code and grade level for the 14 students included in this data set. Four data indicators from the 2018-2019 school year (2018-2019 Office Referral Offenses, 2018-2019 Teacher and Administrator Notes, 2018-2019 DESSA-mini score, and Pre-Camp Interview: Questions 1-5) were used to create a summary for

Table 5

Impact on Self-Awareness and Self-Management Skills

Student	Self-Awareness and Self-Management Skills Before Camp	Self-Awareness and Self-Management Skills After Camp	Impact
Student 1 (Rising 5 th Grader)	*Two Office Referrals for disrespect, five for disruptions, and two for other *Self-reports balling up fist when angry *Low average DESSA-mini score	*Two Office Referrals for Disrespect, three for bus misbehavior *Low DESSA-mini score *Teacher survey- slight improvement in these areas	Neutral
Student 2 (Rising 4 th Grader)	*Four office referrals for physical aggression, one for fighting, two for disruption, two for disrespect *Extremely hard time recovering when angry *Reported in interview that when he gets mad, he gets ready to break stuff *DESSA-mini score indicates weakness in this area	*Reported in post-camp survey that he felt happier and could see it in his eyes and understood how to ignore someone talking about him now *Two office referrals for physical aggression, none for fighting, three for disrespect, one for theft *Better coping skills when angry *Teacher surveys noted improvement in these areas *Similar DESSA-mini score *Much calmer interactions with students and teachers	Positive
Student 3 (Rising 4 th Grader)	*Five office referrals for profanity, one for fighting, one for physical aggression, one for inappropriate use of technology and one for disruption *DESSA-mini score indicates weakness in this area *Reported he punches when he is angry *Difficulty controlling profanity	*Two office referrals for disrespect, none in other areas *Teacher survey- slight improvement in these areas *DESSA-mini in average range *Less conflicts and profanity	Positive

Table 5 (continued)

Student	Self-Awareness and Self-Management Skills Before Camp	Self-Awareness and Self-Management Skills After Camp	Impact
Student 4 (Rising 5 th Grader)	<p>*Two office referrals for disrespect, threat, one for inappropriate use of technology, five for bus misbehavior, one for one for inappropriate sexual behavior, one for disruption</p> <p>*Low DESSA-mini score</p>	<p>*Five office referrals for disrespect, one for disruption, one for bus behavior</p> <p>*Teacher survey- regression in these areas</p> <p>*Low DESSA-mini score</p>	Negative
Student 5 (Rising 5 th Grader)	<p>*Four office referrals for disrespect, three for disruption, three for inappropriate sexual behavior, two for fighting, one for other</p> <p>*Average DESSA-mini score</p> <p>*Self-reported that he throws stuff and does stuff to other people when he is angry</p> <p>*Very strong fight-or-flight response</p>	<p>*Four office referrals for disrespect, two for profanity, two for disruption, one for defiance, one for inappropriate use of technology one for physical aggression</p> <p>*Low DESSA-mini score</p> <p>*Teacher surveys note improvement in these areas</p>	Neutral
Student 6 (Rising 4 th Grader)	<p>*Two office referrals for physical aggression and one for disrespect, one for bus misbehavior, and one for other</p> <p>*Low-average DESSA-mini score</p> <p>*Shuts down when presented with undesirable task or direction</p> <p>*Reports that he starts throwing and hitting and doesn't talk when he's mad</p>	<p>*One office referral for fighting, two for bus misbehavior, one for disruption, one for defiance</p> <p>*Same DESSA-mini score</p> <p>*Reported he could make better choices after camp</p> <p>*Teacher survey notes slight improvements in these areas</p> <p>*Improvement in following directions</p>	Positive

Table 5 (continued)

Student	Self-Awareness and Self- Management Skills Before Camp	Self-Awareness and Self- Management Skills After Camp	Impact
Student 7 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Two office referrals for disrespect, five for bus misbehavior, one for defiance, one for disruption, one for physical aggression, one for profanity *Low DESSA-mini score *Good sense of humor but not always used at appropriate times 	<ul style="list-style-type: none"> *Three office referrals for disrespect, two for fighting, one for inappropriate sexual behavior, two for bus misbehavior, one for defiance, one for disruption, two for other *Reported that he had made friends and his voice told him not to hit *Students behavior is very up and down- stretches of good and bad behavior *Average DESSA-mini score *Teacher survey- neutral response in these areas 	Neutral
Student 8 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Three office referrals for disrespect, one for defiance, two for disruption, three for fighting *Average DESSA-mini score *Immature behavior and very little control when upset about a situation 	<ul style="list-style-type: none"> *Six office referrals for disrespect, three for defiance, and one for inappropriate sexual behavior *Teacher survey indicated improvements in these areas *Low DESSA-mini score *More control and ability to walk away when upset with another student 	Positive
Student 9 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Three office referrals for bus misbehavior, one for defiance, one for inappropriate use of technology, one for property destruction, one for disruption *Self-reports yelling when mad *Average DESSA-mini score 	<ul style="list-style-type: none"> *Four office referrals for disrespect, six for disruption, three for bus misbehavior *Teacher surveys indicated regression in these areas *DESSA-mini score extremely low *Often reports to administrator when another student has upset him to prevent himself from fighting back 	Negative

Table 5 (continued)

Student	Self-Awareness and Self-Management Skills Before Camp	Self-Awareness and Self-Management Skills After Camp	Impact
Student 10 (Rising 4 th Grader)	<ul style="list-style-type: none"> *Four office referrals for bus misbehavior, two for defiance, one for other *Low DESSA-mini score *Often shuts down and does not complete work *Reports having a few close friends 	<ul style="list-style-type: none"> *Three office referrals for bus misbehavior, one office referral for bullying, one for inappropriate sexual behavior, one for disrespect, one for other *DESSA-mini score lower than last year *Continues to shut down and not complete work *Teacher surveys- neutral in these areas 	Neutral
Student 11 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Four office referrals for disrespect, six for disruption, two for defiance, one for bus misbehavior, two for fighting *Reports that he tries to calm down and tells people to leave him alone when mad *Makes excuses and become defensive when corrected *Very charismatic and funny 	<ul style="list-style-type: none"> *Four office referrals for disrespect, one for bullying, three for bus misbehavior, two for disruption, one for defiance, one for fighting *Reported that he thought school would be better after camp *Teacher surveys indicates improvements in both these areas *Student had several referrals at beginning of year but then had marked improvement *Student voluntarily checks in with administrators daily 	Positive
Student 12 (Rising 4 th Grader)	<ul style="list-style-type: none"> *One office referral for physical aggression one for theft, three for bus misbehavior *Low DESSA-mini score 	<ul style="list-style-type: none"> *One office referral for theft, one for other *Average DESSA-mini score (12-point increase) *Teacher survey indicates improvements in these areas *Significant improvement in classwork and grades 	Positive

Table 5 (continued)

Student	Self-Awareness and Self- Management Skills Before Camp	Self-Awareness and Self- Management Skills After Camp	Impact
Student 13 (Rising 4 th Grader)	<ul style="list-style-type: none"> *Three office referrals for fighting, two for physical aggression, two for disruptions, one for defiance, one for inappropriate sexual behavior *Low average DESSA-mini score *Difficulty recovering when student becomes angry *Reports best part of school is getting good advice from principal 	<ul style="list-style-type: none"> *One office referral for fighting and three for bus misbehavior *Reported that he knew how to behave better after camp *High average DESSA-mini score (9-point increase) *Teacher survey- neutral in these areas 	Positive
Student 14 (Rising 5 th Grader)	<ul style="list-style-type: none"> *Five office referrals for physical aggression, one for fighting, two for disruptions *Average DESSA-mini score *Lashes out at others physically and emotionally when he feels threatened 	<ul style="list-style-type: none"> *Five office referrals for physical aggression, one for bullying, one for threat, one for profanity, one for property destruction, one for inappropriate use of technology *Low DESSA-mini score *Teacher survey indicated strong improvements in these areas *Continues to lash out at others 	Neutral

column 2, “Self-Awareness and Self-Management Skills Before Camp.” Five data indicators from the 2019-2020 school year (Post Camp Interviews: Questions 1, 2, 3, 7, 8, and 9; 2019-2020 Office Referral Offenses; 2019-2020 Teacher and Administrator Notes; 2019-2020 DESSA-mini scores; and Teacher Survey Questions 1 and 4) were used to create a summary for column 3, “Self-Awareness and Self-Management Skills After Camp.” The final column is the researcher’s conclusion about the impact of the intervention after comparing the summary of indicators from before and after the 2019 Summer Leadership Camp intervention.

2018-2019 and 2019-2020 office referral offenses. The researcher included all office referrals from both school years in this data analysis since a lack of self-awareness and/or self-management is at the root of all behavior referrals.

2018-2019 and 2019-2020 teacher and administrator notes. Only notes that were related to student’s self-awareness or self-management were included.

Pre-camp interview. As part of the data to answer study question 4, the researcher included responses from Pre-Camp Interview Questions 1 – 5 which covered self-talk, best and worst parts of school and actions when angry, stressed or confused.

Post-camp interview. As part of the data to answer study question 4, the researcher included responses from Post-Camp Interview Questions 1-3 (covering best and hardest camp experiences and self-talk) and Questions 7-9 (covering feelings about returning to school and desired activities and supports requested for school year).

Teacher survey questions 1 (self-awareness) and 4 (self-management). Resource teachers were provided definitions and a list of skills for Self-Awareness and Self-Management skills and then rated each student on a scale from 1 to 5 with 1 being “Much Worse than the Last

School Year,” 3 being “Same as Last Year” and 5 being “Much Better than Last School Year,” as demonstrated in Appendix H.

Impact. For study questions 4, the researcher compared data points from before the 2019 Summer Leadership Camp to data points from after the camp. The pre- data points are all from the 2018-2019 school year and the post-data points are all from the 2019-2020 school year. There are many different variables other than the 2019 Summer Leadership Camp that may have had an impact on students’ skills in the areas of focus for these study questions, including, but not limited to: student age and maturity level, different teachers, changes in home life, class make-ups of different students, etc. However, this study seeks to find patterns that would indicate a possibility that the 2019 Leadership Camp had impact on the areas addressed. For each area of focus for study questions 4, the researcher used the data points in the table to assign a rating of “Positive,” “Neutral,” or “Negative” in the column labeled “Impact.”

Summary of study question 4 findings. Seven of the 14 participants showed a positive impact in the areas of self-awareness and self-management after the 2019 Leadership Camp. The impact was neutral for four students and negative for the remaining two. The two students with the negative impact both did not have any responses for any of the Post-Camp survey questions in these areas. This data point would indicate that the buy-in of these two students was not as strong as some of the other students who had neutral or positive impacts in these competencies from the 2019 Summer Leadership Camp.

Study Question 5 Findings

What is the impact of an intensive SEL summer intervention on participants’ feelings about starting a new school year?

Data indicators for study question 5. Table 6 has 4 columns and 15 rows of data to analyze for study question 5. The first column provides the code and grade level for the 14 students included in this data set. Students' 2018-2019 MTSS Profiles as determined by study question 1 are listed in the second column. The third column provides a summary of the students' responses to post-camp interview question 7. The final column is the researcher's conclusion about the impact of the intervention on students' feelings about a new school year.

Number of participants. Since this study question does not include any data points from after the official start of the 2019-2020 school year when Student 15 moved and unenrolled from the school in which this study is based, his data is included for this study question. Therefore, data from 15 students is included in this study question.

2018-2019 MTSS profile. The researcher chose to include this data point for all students to see if students' feelings about a new school year had any relationship with their assigned tiers for academics, social-emotional, and behavior.

Post-camp interview. As part of the data to answer study question 5, the researcher included responses from Post-Camp Interview Questions 7: How are you feeling about going back to school after your experience at camp this week?

Impact. For study question 5, the researcher compared data points from before the 2019 Summer Leadership Camp to data points from after the camp. Study question 5 is unique from the other questions determining impact of camp because the data to determine impact (post-camp survey) was only collected at the end of camp- before the official start of the 2019-2020 school year. Therefore, this question is unaffected by some of the variables (different teachers and class make-ups) that influence the impacts of study questions 2, 3, 4, and 6. Like the other study

Table 6

Impact on Feelings about a New School Year

Student	MTSS Profile	Post-Camp Interview Question 7	Impact
Student 1 (Rising 5 th Grader)	A2-SE2-B3*L4	I feel the same.	Neutral
Student 2 (Rising 4 th Grader)	A3-SE3-B3*L6	I feel better. I have new friends.	Positive
Student 3 (Rising 4 th Grader)	A1-SE3-B3*L4	I feel good about going back to school. It's better after camp.	Positive
Student 4 (Rising 5 th Grader)	A2-SE3-B3*L5	I feel the same.	Neutral
Student 5 (Rising 5 th Grader)	A3-SE2-B3*L5	I feel the same.	Neutral
Student 6 (Rising 4 th Grader)	A1-SE3-B3*L4	I feel different.	Neutral
Student 7 (Rising 5 th Grader)	A3-SE3-B3*L6	I can't wait. I was already excited about going back to school, but now I'm even more.	Positive
Student 8 (Rising 5 th Grader)	A1-SE2-B3*L3	I feel better after being with the people around here. I learned about making friends.	Positive
Student 9 (Rising 5 th Grader)	A3-SE2-B3*L5	I feel better. I miss school.	Positive
Student 10 (Rising 4 th Grader)	A3-SE3-B3*L6	I feel the same.	Neutral
Student 11 (Rising 5 th Grader)	A1-SE1-B3*L2	I feel good after camp.	Positive
Student 12 (Rising 4 th Grader)	A2-SE3-B3*L5	I feel like it will be a good start.	Positive

Table 6 (continued)

Student	MTSS Profile	Post-Camp Interview Question 7	Impact
Student 13 (Rising 4 th Grader)	A1-SE2-B3*L3	I feel good.	Positive
Student 14 (Rising 5 th Grader)	A1-SE2-B3*L3	I feel like there will be more people I know after camp.	Positive
Student 15 (Rising 5 th Grader)	A3-SE3-B3*L6	I feel good.	Positive

questions, however, the researcher used the data points in the table to assign a rating of “Positive,” “Neutral,” or “Negative” in the column labeled “Impact.”

Summary of study question 5 findings. Ten of the 15 students who participated in the 2019 Summer Leadership Camp reported positive feelings about returning to school after the camp. The remaining five students had neutral responses. There was no identified data pattern between the 2018-2019 MTSS Profiles and the level of student’s excitement about starting at new school year.

Study Question 6 Findings

What is the comparison of the Devereux Students Strengths Assessment Mini universal screener results between fall 2018 and fall 2019 for the summer intervention participants? All homeroom teachers used the Devereux Students Strengths Assessment Mini as a social-emotional universal screener in the fall of the 2018-2019 school year. The MTSS team had originally planned for teachers to continue screening students throughout the year with the DESSA-mini tool to serve as progress monitoring for SEL skills. After implementation of the universal screener, however, school administrators and the MTSS team decided not to use the tool for progress monitoring because the score produced from the assessment was not very descriptive or helpful in indicating what type of SEL interventions students needed and could not measure growth in specific SEL competencies. Another downside of the DESSA-mini tool was the subjective nature of the screening tool. Administrators who helped teachers use the tool found that teachers’ interpretations of the DESSA-mini questions varied widely and that teacher mood on any given day would affect the outcome of the results.

When planning for the 2019-2020 school year, the MTSS team decided to use the DESSA-mini tool as a universal screener again to compare accuracy across grade levels and

compare to other measures of students' SEL skills to determine if the tool was reliable over time. Table 7 compares the DESSA-mini scores of the 14 Summer Leadership Camp attendees with their impacts from Study Questions 2, 3, and 4 to answer study question 6 and determine if there is a relationship between these measures.

Data indicators for study question 6. Table 7 has 8 columns and 14 rows of data to analyze for study question 6. The first column provides the code and grade level for the 14 students included in this data set. Students' 2018-2019 MTSS Profiles as determined by study question 1 are listed in the second column. The next two columns display the DESSA-mini score for the 2018-2019 and 2019-2020 school years. The following three columns list student impacts from study questions 2, 3, and 4. The final column is labeled, "Comparison Between DESSA-mini Score and Social-Emotional Skills Impact."

2018-2019 MTSS profile. In this table, students' 2018-2019 MTSS Profiles are provided as a starting point for understanding where students' social-emotional and behavioral tiers were ranked at the end of the 2018-2019 school year. The researcher assigned students' social-emotional tier based on their 2018-2019 DESSA-mini score and 2018-2019 Teacher and Administrator Notes.

DESSA-mini scores. At the beginning of both the 2018-2019 school year and the 2019-2020 school year, homeroom teachers used the DESSA-mini assessment tool as a social-emotional screener. This tool is a teacher ratings scale that asks teachers to reflect on the past four weeks of experience with students and assign scores based on rates of frequency of different behaviors.

Table 7

DESSA-Mini Screener Comparison to Social-Emotional Skills Impact

Student	2018-2019 MTSS Profile	2018- 2019 DESSA- mini Score	2019- 2020 DESSA- mini Score	Impact on Coping Strategies for Stressful Situations	Impact on Social Awareness and Relationship Skills	Impact on Self- Awareness and Self- Management Skills	Comparison Between DESSA-mini Score and Social-Emotional Skills Impact
Student 1 (Rising 5 th Grader)	A2-SE2- B3*L4	16	8	Positive	Neutral	Neutral	Negative Comparison
Student 2 (Rising 4 th Grader)	A3-SE3- B3*L6	15	14	Positive	Positive	Positive	Negative Comparison
Student 3 (Rising 4 th Grader)	A1-SE3- B3*L4	14	20	Positive	Positive	Positive	Strong Positive Comparison
Student 4 (Rising 5 th Grader)	A2-SE3- B3*L5	12	5	Neutral	Neutral	Negative	Positive Comparison
Student 5 (Rising 5 th Grader)	A3-SE2- B3*L5	21	5	Neutral	Neutral	Neutral	Strong Negative Comparison

Table7 (continued)

Student	2018-2019 MTSS Profile	2018- 2019 DESSA -mini Score	2019- 2020 DESSA -mini Score	Impact on Coping Strategies for Stressful Situations	Impact on Social Awareness and Relationship Skills	Impact on Self- Awareness and Self- Management Skills	Comparison Between DESSA-mini Score and Social-Emotional Skills Impact
Student 7 (Rising 5 th Grader)	A3-SE3- B3*L6	14	19	Neutral	Negative	Neutral	Negative Comparison
Student 8 (Rising 5 th Grader)	A1-SE2- B3*L3	18	8	Positive	Positive	Positive	Strong Negative Comparison
96 Student 9 (Rising 5 th Grader)	A3-SE2- B3*L5	18	1	Neutral	Negative	Negative	Positive Comparison
Student 10 (Rising 4 th Grader)	A3-SE3- B3*L6	12	9	Neutral	Negative	Neutral	Positive Comparison
Student 11 (Rising 5 th Grader)	A1-SE1- B3*L2	24	25	Positive	Positive	Positive	Positive Comparison
Student 12 (Rising 4 th Grader)	A2-SE3- B3*L5	9	21	Positive	Positive	Positive	Strong Positive Comparison

Table 7 (continued)

Student	2018-2019 MTSS Profile	2018- 2019 DESSA- mini Score	2019- 2020 DESSA- mini Score	Impact on Coping Strategies for Stressful Situations	Impact on Social Awareness and Relationship Skills	Impact on Self- Awareness and Self- Management Skills	Comparison Between DESSA-mini Score and Social-Emotional Skills Impact
Student 13 (Rising 4 th Grader)	A1-SE2- B3*L3	15	24	Positive	Positive	Positive	Strong Positive Comparison
Student 14 (Rising 5 th Grader)	A1-SE2- B3*L3	20	10	Positive	Negative	Neutral	No Comparison

Impact scores from study questions 2, 3, and 4. Each student received an impact score of Positive, Neutral, or Negative for the social-emotional learning competencies measured in each of these student questions.

Comparison between DESSA-mini score and social-emotional skills impact. In order to answer Study Question 6, the researcher considered each student's social-emotional tier form the 2018-2019 MTSS Profile, noted the increase or decrease between the 2018-2019 and 2019-2020 school year DESSA-mini score and compared that number against the types of reported impacts in each other social-emotional competencies from Study Questions 2, 3, and 4. If there was an increase in the DESSA-mini score and mostly positive impact scores, a positive comparison was recorded in the final column. Likewise, if there was a decrease in the DESSA-mini score and mostly negative or neutral impact scores, that would also indicate a positive comparison. If the DESSA-mini scores were very similar between the two years and impact scores were mostly neutral, the researcher assigned a positive comparison as well. If indicators were very closely aligned in any of those scenarios, a strong positive comparison would be noted.

Conversely, if the DESSA-mini score decreased but there were mostly positive impact scores, that would indicate a negative comparison. A negative comparison would also be the outcome if the DESSA-mini score increased, but impact results were mostly neutral or negative. A strong negative comparison would be assigned by researcher if the disparities were great.

If their results were mixed, the researcher would record no comparison in the final column.

Summary of study question 6 findings. There was a positive comparison for eight of the 15 students between their DESSA-mini scores and their impact scores. Three of the eight

were identified as strong positive comparison. Five of the 14 students showed a negative comparison, with two of those five being a strong negative comparison. There was only one score of no comparison for a student who had very mixed results.

Study Question 7 Findings

What will be the measurable outcomes from a summer behavior intervention that will demonstrate students' improved ability to handle academic and social situations?

Data indicators for study question 7. In order to answer study question 7, the researcher compiled information from the previous study questions together with academic and office referral data from the 2019-2020 school year to create a 2019-2020 MTSS Profile for each student to compare with the 2018-2019 MTSS Profiles identified in Study Question 1. Using these two profiles, the researcher determined how many more or less layers of support in each area – academic, social-emotional, and behavioral – each student would need going forward to be successful.

The 2018-2019 school year MTSS Profile was developed in Study Question 1. The 2019-2020 MTSS Profile was created by using impacts from study questions 2, 3, 4, and 5 as well as students' final grades in reading and math for the first semester of the 2019-2020 school year and office referrals from the 2019-2020 school year.

Figure 9 is a compilation of these data and is colored-coded to indicate different levels of improvement or regression. Red denotes a regression in a skill or area, yellow is neutral, and green highlights improvement. In the last two columns, two additional colors are added to indicate scale of improvement. Green represents one tier of improvement; blue represents two tiers of improvement; purple represents three tiers of improvement; and red represents one tier of regression.

	2018-2019 MTSS Profile	2019-2020 MTSS Profile	Difference in 2019-2020 DESSA-mini score from 2018-2019 DESSA-mini score	Impact on Coping Strategies for Stressful Situations	Impact on Social Awareness & Relationship Skills	Impact on Self-Awareness and Self-Management Skills	Impact on Feelings about a New School Year	Academic Tier Difference Between 2018-2019 School Year and 2019-2020 School Year	Behavioral Tier Difference Between 2018-2019 School Year and 2019-2020 School Year	Social Emotional Tier Difference Between 2018-2019 School Year and 2019-2020 School Year	Number of Levels of Support Beyond Core Instruction Needed for 2019-2020 School Year Compared to 2018-2019 School Year
Student 1 (Rising 5th Grader)	A2-SE2-B3*L4	A2-SE2-B2*L3	-8	Positive	Neutral	Neutral	Neutral	Same	B3 to B2	Same	1 Less
Student 2 (Rising 4th Grader)	A3-SE3-B3*L6	A3-SE2-B3*L5	-1	Positive	Positive	Positive	Positive	Same	Same	SE3 to SE2	1 Less
Student 3 (Rising 4th Grader)	A1-SE3-B3*L4	A1-SE1-B2*L1	6	Positive	Positive	Positive	Positive	Same	B3 to B2	SE3 to SE1	3 Less
Student 4 (Rising 5th Grader)	A2-SE3-B3*L5	A2-SE3-B3*L5	-7	Neutral	Neutral	Negative	Neutral	Same	Same	Same	Same
Student 5 (Rising 5th Grader)	A3-SE2-B3*L5	A3-SE2-B3*L5	-16	Neutral	Neutral	Neutral	Neutral	Same	Same	Same	Same
Student 6 (Rising 4th Grader)	A1-SE3-B3*L4	A1-SE2-B2*L2	0	Neutral	Neutral	Positive	Neutral	Same	B3 to B2	SE3 to SE2	2 Less
Student 7 (Rising 5th Grader)	A3-SE3-B3*L6	A3-SE3-B3*L6	5	Neutral	Negative	Neutral	Positive	Same	Same	Same	Same
Student 8 (Rising 5th Grader)	A1-SE2-B3*L3	A1-SE2-B3*L3	-10	Positive	Positive	Positive	Positive	Same	Same	Same	Same
Student 9 (Rising 5th Grader)	A3-SE2-B3*L5	A3-SE3-B3*L6	-17	Neutral	Negative	Negative	Positive	Same	Same	SE2 to SE3	1 More
Student 10 (Rising 4th Grader)	A3-SE3-B3*L6	A3-SE3-B3*L6	-3	Neutral	Negative	Neutral	Neutral	Same	Same	Same	Same
Student 11 (Rising 5th Grader)	A1-SE1-B3*L2	A1-SE1-B3*L2	1	Positive	Positive	Positive	Positive	Same	Same	Same	Same
Student 12 (Rising 4th Grader)	A2-SE3-B3*L5	A2-SE1-B2*L2	12	Positive	Positive	Positive	Positive	Same	B3 to B2	SE3 to SE1	3 Less
Student 13 (Rising 4th Grader)	A1-SE2-B3*L3	A1-SE1-B2*L1	9	Positive	Positive	Positive	Positive	Same	B3 to B2	SE2 to SE1	2 Less
Student 14 (Rising 5th Grader)	A1-SE2-B3*L3	A1-SE2-B3*L3	-10	Positive	Negative	Neutral	Positive	Same	Same	Same	Same

Figure 9. Summary of all 2019 Summer Leadership Camp participant data from study questions 1-7.

Summary of study question 7 findings. The researcher looked at each of the three areas of the MTSS Profile for each student to identify what measurable outcomes could demonstrate students' improved ability to handle academic and social situations. Student movement within the academic tiers would indicate if there was a change in outcomes for academic situations. When the researcher compared students' 2019-2020 first semester final letter grades in reading and math to their final 2018-2019 letter grades in reading and math, all letter grades for both subjects were within 0 to 1 letter grade deviations from each other. For example, if a student had a C in Reading and a B in Math at the end of the 2018-2019 school year, his score was either a D, C, or B in Reading and either a C, B, or A in Math. For all 14 participants, there was no major difference in their letter grades from 2018-2019 to the first semester of the 2019-2020 school year. Therefore, no students' academic tier changed.

Measurable outcomes that would demonstrate students' ability to handle social situations are improvements in the area of social-emotional and behavioral skills. Students showing significant improvements in either of these areas were able to be moved down a tier or two and those having regression in those skills had to move up a tier.

Five of the 14 participants had a reduction in the number of office referrals that was so significant that they were no longer in the top 10% of students for number of office referrals. Therefore, they were moved down from behavioral tier 3 (B3) to behavioral tier 2 (B2), which indicates that a layer of support or intervention could be removed for these five students and if they continue as they have so far during the 2019-2020 school year, they could continue improving and hopefully move below the top 20% of students in number of office referrals in the 2020-2021 school year to become behavioral tier 1 (B1) and be successful with only core instruction in this area.

Five of the 14 students improved in the area of social-emotional skills and were able to move down at least one tier, with two of those five making significant improvements and moving down from social-emotional tier 3 (SE3) to social-emotional tier 1 (SE1) which means they should be successful with only core instruction in this area. Another one of the students moved from SE2 to SE1, joining those requiring no social-emotional layers of support. The final two of the five students showing improvement in this area moved from SE3 to SE2 and now require only one layer of SE support instead of two. One student had regression in social-emotional skills and moved from SE2 to SE3, which means he will now require two layers of SE support.

Figure 10 is a matrix that provides another visual of student tier movement in social-emotional and behavioral skills. Behavioral tiers are omitted from this figure for simplification since no students had improvement or regression in that area.

In order to compare the layers of support needed after the 2019 Summer Leadership Camp required for these 14 participants to the layers of support needed before that intensive tier 3 intervention, the researcher revisited Figure 8 and added additional bar graphs for each of the students for the 2019-2020 school year in Figure 11. As demonstrated in the figure, six of the 14 students were moved down one or more tiers and now require less layers of support or intervention to be successful. Two students improved by one tier, two students improved by two tiers, and two students improved by three tiers. The student who had the regression in social-emotional skills went up one tier and now requires an additional layer of support.

When the researcher analyzed these data, she noticed a trend that the rising fourth grade students seemed to have more positive measurable outcomes than the fifth grade students. The researcher divided Figure 11 into two separate graphs: Figure 12 represents data for rising fifth grade students and Figure 13 represents data for rising fourth grade students. The difference was

Behavioral Tiers

Regression <-----> Improvement
 <-----> Regression
 Improvement <----->

Social-Emotional Tiers

	Moves Up One Tier	Same Tier	Moves Down One Tier	Moves Down Two Tiers
Moves Up One Tier				
Same Tier	Student 9 (Rising 5th Grader)	Student 4 (Rising 5th Grader) Student 8 (Rising 5th Grader) Student 5 (Rising 5th Grader) Student 10 (Rising 4th Grader) Student 7 (Rising 5th Grader) Student 11 (Rising 5th Grader) Student 14 (Rising 5th Grader)	Student 2 (Rising 4th Grader)	
Moves Down One Tier		Student 1 (Rising 5th Grader)	Student 6 (Rising 4th Grader) Student 13 (Rising 4th Grader)	Student 3 (Rising 4th Grader) Student 12 (Rising 4th Grader)
Moves Down Two Tiers				

Figure 10. Student social-emotional and behavioral tier movement.

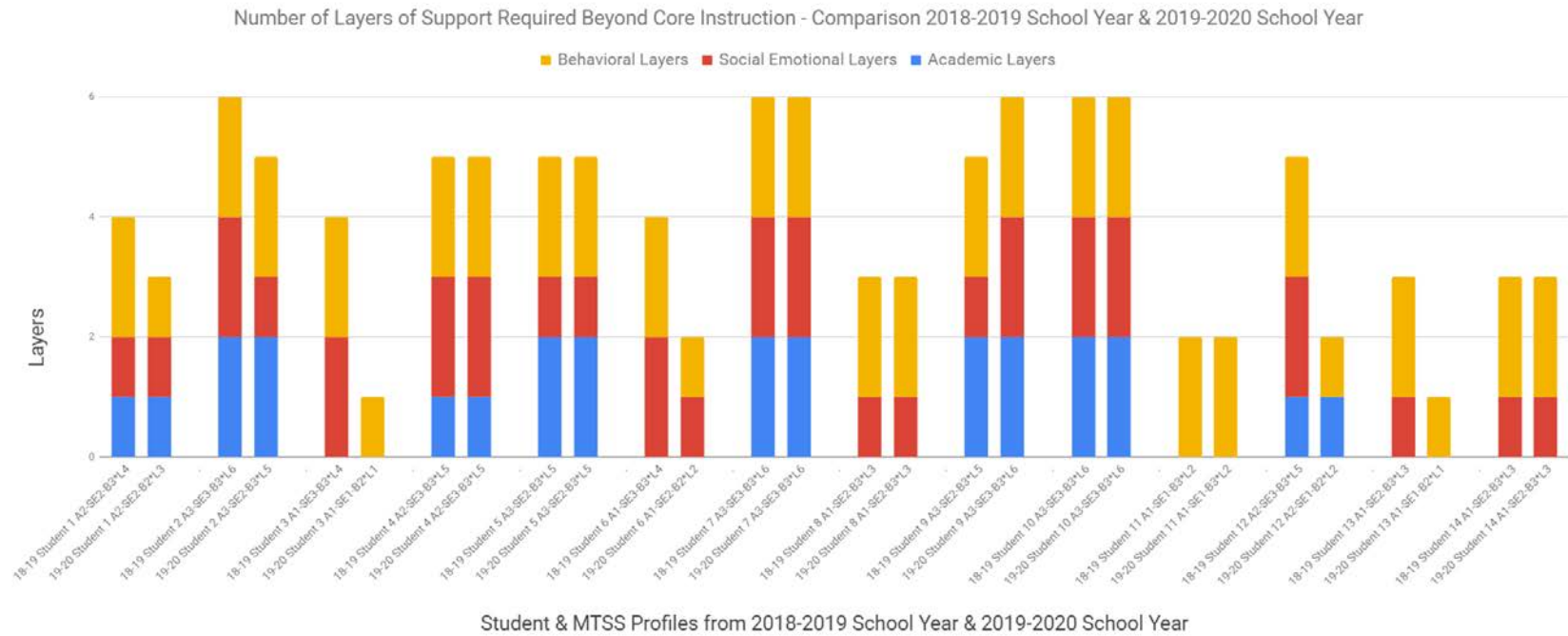


Figure 11. Number of layers of support required beyond core instruction - comparison 2018-2019 and 2019-2020 school years.

Number of Layers of Support Required Beyond Core Instruction - Comparison 2018-2019 School Year & 2019-2020 School Year - Rising Fifth Grade Students

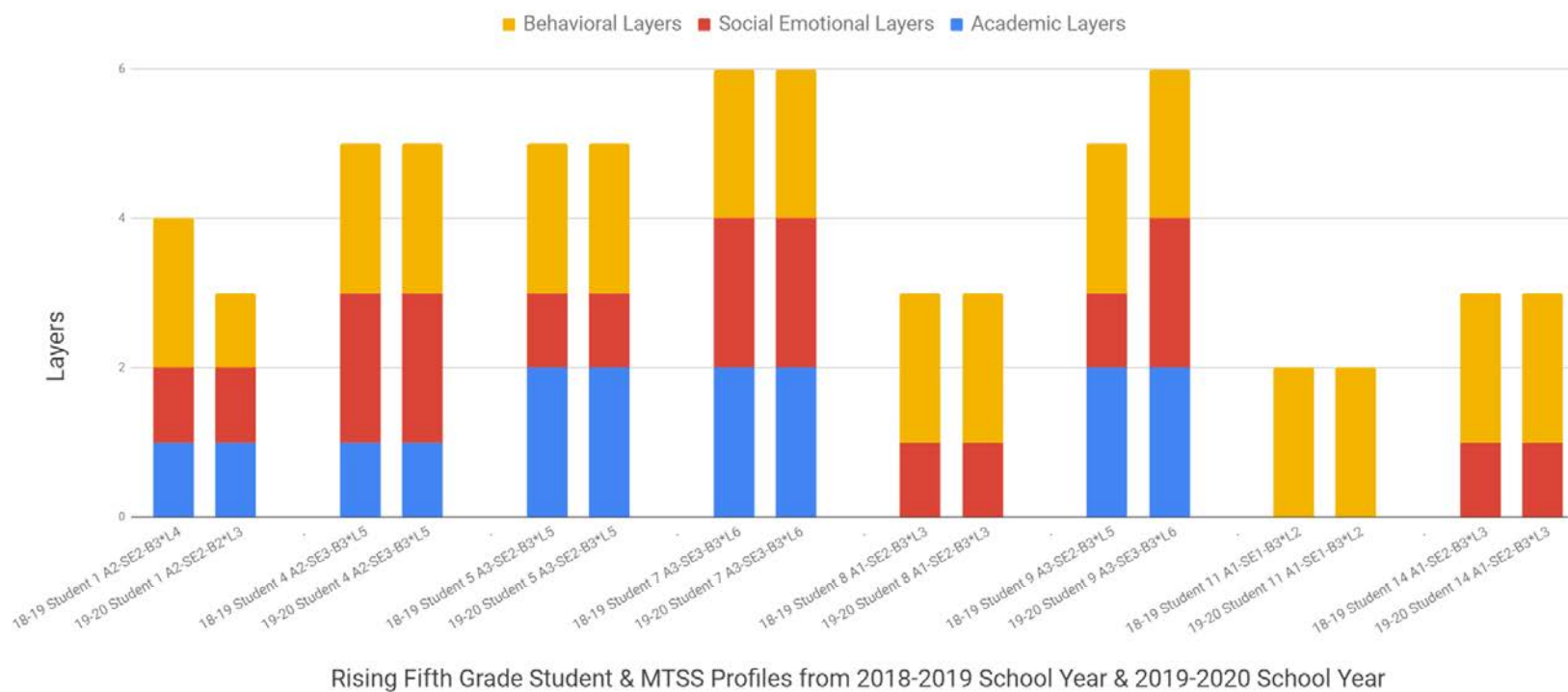


Figure 12. Number of layers of support required beyond core instruction - comparison 2018-2019 and 2019-2020 school years – rising fifth grade students.

Number of Layers of Support Required Beyond Core Instruction - Comparison 2018-2019 School Year & 2019-2020 School Year - Rising Fourth Grade Students

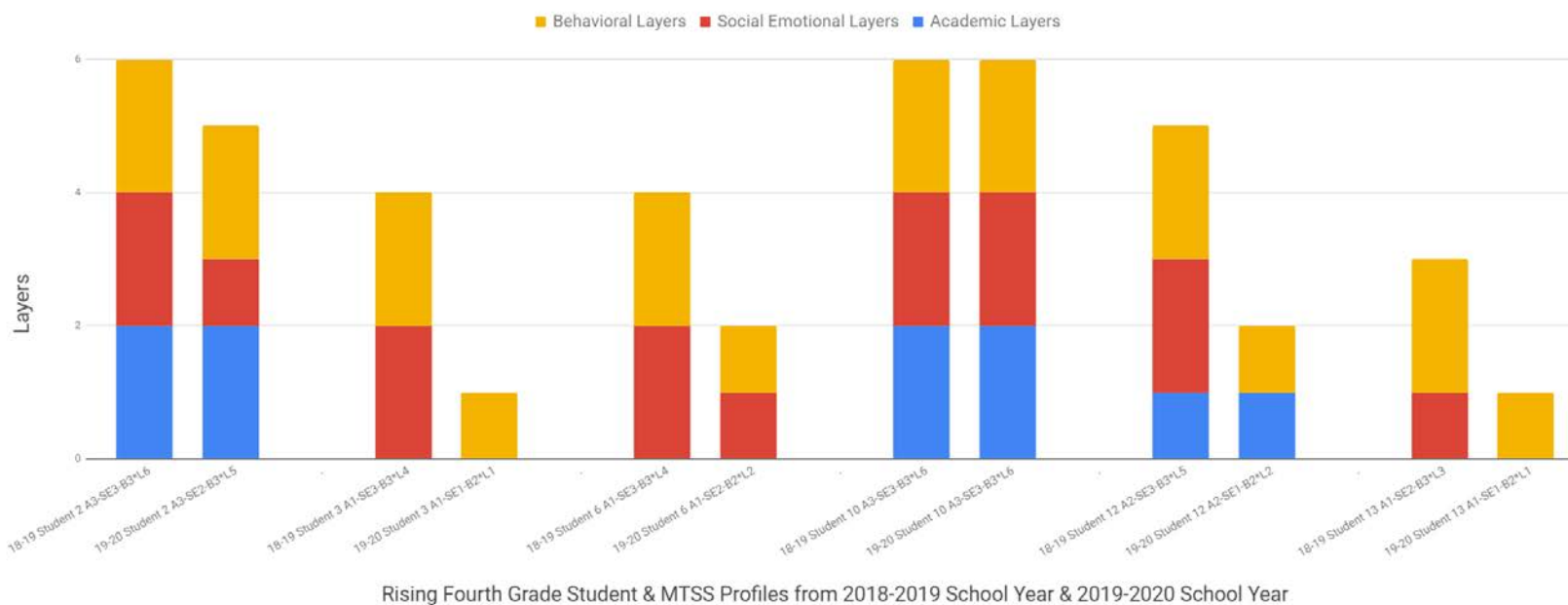


Figure 13. Number of layers of support required beyond core instruction - comparison 2018-2019 and 2019-2020 school years – rising fourth grade students.

stark when comparing this information by grade levels. Of the rising fifth grade students, only one student had a significant enough improvement to move down one tier and one moved up a tier. All of the other six students remained on the same tier levels for academic, social-emotional and behavioral skills. These findings indicate that these students will continue to need all the layers of support they are currently receiving and may need additional in the future if they continue to not show improvement in those areas or regression.

Conversely, five of the six rising fourth grade students showed enough improvement to move down at least one tier. One student moved one tier, two students moved two tiers, and two other students moved three tiers- all requiring less interventions for these students to be successful. The remaining rising fourth grade student did not see any changes in his academic, social-emotional, or behavior tiers.

Study Question 8 Findings

What components of an intensive SEL summer intervention should be continued in the school year and in future camp opportunities to support students' success in SEL skills and academics?

Data indicators for study question 8. Table 8 has 4 columns and 14 rows of data to analyze for study question 8. The first column provides the code and grade level for the 14 students included in this data set. Students' 2018-2019 MTSS Profiles as determined by study question 1 are listed in the second column. The next column provides relevant answers to the Post-Camp Interview Question 1 (What was your best experience during leadership camp this week?), Question 2 (What has been the hardest part about leadership camp?), 8(What parts of camp would you like to continue during the school year?), and Question 9 (What else can we do at school to help you be your best with your school work and friendships?). The final column is a

Table 8

Components of Summer Leadership Camp to Continue

Student	2018-2019 MTSS Profile	Post-Camp Interview Responses (Questions 1, 2, 8 & 9)	Measurable Outcomes
Student 1 (Rising 5 th Grader)	A2-SE2-B3*L4	*Best part of camp was zipline and meeting the police officer *Hardest part of camp was making new friends *Would like to continue everything from camp	*Regression in DESSA-mini score *Improvement in Coping Strategies *Moved down one behavioral tier *One less layer of support needed
Student 2 (Rising 4 th Grader)	A3-SE3-B3*L6	*Best part of camp was visiting catering business and helping younger kids at museum *Would like to continue field trips, camp site, football with teacher *You can help me by teaching me to listen and focus	*Improvement in coping strategies, social awareness & relationship skills, self-awareness and self-management skills, feelings about new school year *Moved down one social-emotional tier *One less layer of support needed
Student 3 (Rising 4 th Grader)	A1-SE3-B3*L4	*Best part of camp was ropes course *Hardest part of camp was getting along and not getting into fights *Would like to continue field trips *You can help me by helping me learn to get along with others and not get in fights	*Improvement in DESSA-mini score *Improvement in coping strategies, social awareness & relationship skills, self-awareness and self-management skills, feelings about new school year *Moved down one behavioral tier *Moved down two social-emotional tiers *Three less layers of support needed

Table 8 (continued)

Student	2018-2019 MTSS Profile	Post-Camp Interview Responses (Questions 1, 2, 8 & 9)	Measurable Outcomes
Student 4 (Rising 5 th Grader)	A2-SE3-B3*L5	*Best part of camp was ropes course	*Regression in DESSA-mini score *Regression in social awareness and relationship skills
Student 5 (Rising 5 th Grader)	A3-SE2-B3*L5	*Best part of camp was zipline *Hardest part of camp was zipline	*Regression in DESSA-mini score
Student 6 (Rising 4 th Grader)	A1-SE3-B3*L4	*Hardest part of camp was zipline *Would like to continue doing ziplines	*Improvement in self- awareness and self- management skills *Moved down one behavioral tier *Moved down one social- emotional tiers *Two less layers of support needed
Student 7 (Rising 5 th Grader)	A3-SE3-B3*L6	*Best part of camp was zipline *Hardest part of camp was workout with mentors *Would like to continue working on behavior *You can help me by making work easier	*Improvement in DESSA- mini score *Regression in social awareness and relationship skills *Improvement in feelings about new school year
Student 8 (Rising 5 th Grader)	A1-SE2-B3*L3	*Best part of camp was zipline *Hardest part of camp was getting along with the other boys *Would like to continue doing zipline	*Regression in DESSA-mini score *Improvement in coping strategies, social awareness & relationship skills, self- awareness and self- management skills, feelings about new school year

Table 8 (continued)

Student	2018-2019 MTSS Profile	Post-Camp Interview Responses (Questions 1, 2, 8 & 9)	Measurable Outcomes
Student 9 (Rising 5 th Grader)	A3-SE2-B3*L5	*Best part of camp was ropes course *Hardest part of camp was adult ropes course *Would like to continue ropes course *You can help me by helping me with math	*Regression in DESSA-mini score *Regression in social awareness and relationship skills, and self-awareness & self-management skills *Improvement in feelings about new school year *Moved up a social- emotional tier *Requires an additional layer of support
Student 10 (Rising 4 th Grader)	A3-SE3-B3*L6	*Best part of camp was ziplining *Hardest part of camp was walking on bridge at ropes	*Regression in DESSA-mini score *Regression in social awareness and relationship skills
Student 11 (Rising 5 th Grader)	A1-SE1-B3*L2	*Best part of camp was building birdhouses *Hardest part of camp was ropes *Would like to continue seeing mentors, being leaders in school, going on field trips *You can help me by continuing what you already do	*Improvement in coping strategies, social awareness & relationship skills, self- awareness and self- management skills, feelings about new school year

Table 8 (continued)

Student	2018-2019 MTSS Profile	Post-Camp Interview Responses (Questions 1, 2, 8 & 9)	Measurable Outcomes
Student 12 (Rising 4 th Grader)	A2-SE3-B3*L5	*Best part of camp was ropes course *Hardest part of camp was ropes course *Would like to continue doing field trips *You can help me by helping with my work	*Improvement in DESSA- mini score *Improvement in coping strategies, social awareness and relationship skills, self- awareness and self- management skills, feelings about new school year *Moved down one behavioral tier *Moved down two social- emotional tiers *Three less layers of support needed
Student 13 (Rising 4 th Grader)	A1-SE2-B3*L3	*Best part of camp was visiting businesses and seeing family member working *Hardest part of camp was paying attention *Would like to continue everything	*Improvement in DESSA- mini score *Improvement in coping strategies, social awareness & relationship skills, self- awareness and self- management skills, feelings about new school year *Moved down one behavioral tier *Moved down one social- emotional tier *Two less layers of support needed

Table 8 (continued)

Student	2018-2019 MTSS Profile	Post-Camp Interview Responses (Questions 1, 2, 8 & 9)	Measurable Outcomes
Student 14 (Rising 5 th Grader)	A1-SE2-B3*L3	*Best part of camp was ziplining and visiting museum and catering business *Hardest part of camp was monitoring people's chill *Would like to continue doing fun stuff	*Regression in DESSA-mini score *Improvement in Coping Strategies and feelings about a new school year *Regression in social awareness and relationship skills

summary of measurable outcomes for that student as summarized by the researcher considering data from the previous study questions.

Summary of Study Question 8 Findings. The most noticeable trend, as it was for study question 7 as well, was that rising fourth grade students had more positive measurable outcomes than rising fifth grade students, which indicated to the researcher that components that should be continued are to start students in social-emotional and behavioral interventions as soon as possible for best outcomes. All but one student who had improved at least one tier cited the ropes course as one of their favorite activities from camp, which indicates that students continue to need challenging and new activities that put them out of their comfort zone to improve their social-emotional skills.

Since none of the students that participated in the 2019 Summer Leadership Camp demonstrated measurable improvement in their academic success, it will be necessary to include specific lessons and activities in future camp and other intervention opportunities that explicitly demonstrate how social-emotional skills (like self-management and responsible decision making) are connected to academic success and equip students to have greater success in academics as well.

Conclusion

Overall, results from the 2019 Summer Leadership Camp were promising. Positive measurable outcomes in social-emotional and behavioral skills can be demonstrated in some students from a 3-day intensive social-emotional intervention for male tier 3 behavioral students, however improvements in academics were not evident from this intervention at this point in time.

Six of the 14 students made significant improvements in social-emotional and/or behavioral skills and were able to be moved down one or more tiers due to this intervention. Between those six students, there are 12 less layers of support and intervention that will be required. Only one student regressed one tier, so the net improvement for this group of students is 11 less layers of support or intervention required for these 14 students to be successful in social-emotional and behavior skills at school.

CHAPTER 5: SUMMARY, RECOMMENDATIONS, AND CONCLUSIONS

Overview

The background for this problem of practice, which is the rise of mental health problems in children and the stressful impacts of poverty, is introduced in Chapter 1. Adverse childhood experiences, that many students are affected by, result in students who require intensive social, emotional and behavioral interventions to be able to make appropriate academic and social progress.

The first chapter examined this problem at a national level and detailed the impact of the problem in Whiteville City Schools district and the elementary school where the study took place. Specifically, the problem of practice for this study was the lack of a tier 3 social-emotional learning intervention at a Title I elementary school. Chapter 1 provided the framework for providing a summer tier 3 social and emotional learning intervention with continued support during the school year as a research-based solution to this problem.

A literature review comprised Chapter 2. Areas explored in this chapter included the history of SEL, SEL in schools, SEL competencies, effects of poverty and adverse childhood experiences on students, mental health trends in children, roles of federal regulations and assessment, connection to academics, and connection to workforce skills. This chapter concluded with recommendations from the literature.

Chapter 3 explained the design and methodology of this study. The study utilized improvement science methodology and the Plan-Do-Study-Act Cycle to analyze pre-existing student data. In Chapter 3, the researcher outlined how these data are organized and analyzed.

In the fourth chapter, the researcher presented the findings and results from the study, organized by the eight study questions that were detailed in Chapter 3.

The fifth chapter is comprised of the researcher's suggested best practices for creating an intensive social-emotional and behavioral tier 3 intervention in a summer camp format based on the results from this study. Recommendations for administrators, superintendents, legislators, school counselors and teachers are also included.

Summary of Study Question Findings

This study was conducted using existing data collected in a Title I elementary school in the Whiteville City Schools district. At the end of the 2018-2019 school year, the elementary school MTSS team decided to plan a 3-day summer camp focused on male tier 3 behavioral students as an intensive social-emotional and behavioral intervention. Fifteen rising fourth and fifth grade students were selected and participated. Of those 15, 14 students returned to the elementary school for the 2019-2020 school year.

The researcher analyzed pre-existing school-wide disciplinary data from the 2018-2019 school year, and academic, social-emotional and behavioral data from the 2018-2019 school year and first semester of the 2019-2020 school year specific to the 15 participating students to answer eight study questions developed with input from Whiteville City Schools stakeholders and the school MTSS team. The findings of this study's questions are summarized below.

Study Question 1

What is the academic and social-emotional profile for students who participated in the SEL summer intervention? The researcher created an MTSS Profile for each student which identified the students' academic, social-emotional and behavioral tiers and totaled the number of layers of support beyond core instruction that each student would need to be successful. This

profile was developed using 2018-2019 office referral data, teacher and administrator notes, and results from the DESSA-mini SEL universal screeners.

Four students of the 15 students are classified as MTSS Profile A3-SE3-B3*L6 and require six layers of support beyond the core to be successful at school. Two students are classified as MTSS Profile A2-SE3-B3*L5 and two as MTSS Profile A1-SE3-B3*L5, all requiring five levels of support. There are two students requiring 4 layers of support: Student 1 (A2-SE2-B3*L4) and Student 3 (A1-SE3-B3*L4). Three students requiring 3 levels of support are classified A1-SE2-B3*L3 and the remaining student only requiring the behavioral interventions is classified as A1-SE1-B3*L2.

Study Question 2

What is the impact of an intensive SEL summer intervention on participants' coping strategies for dealing with stressful situations? Of the 14 students who participated in the 2019 Summer Leadership Camp and were enrolled in the same elementary school during the 2019-2020 school year, eight students were identified as having improved coping strategies for dealing with stressful situations. The impact for these students was recorded as positive. The remaining six students demonstrated no improvement in their coping strategies or mixed results, which indicated the impact of the 2019 Summer Leadership Camp was neutral in this area.

Study Question 3

What is the impact of an intensive SEL summer intervention on social awareness and relationship skills? Participation in the 2019 Summer Leadership Camp had a positive impact on 6 of the 14 students in the areas of social awareness and relationship skills. The remaining eight students were divided evenly between a neutral or negative impact. The researcher noticed a pattern that 3 of the 4 students who received a negative score and one of the students receiving a

neutral score were noted to be “funny” or “popular.” A theory for these students not making as much improvement in these areas as the other participants is that they had incentive to continue or worsen negative social awareness or relationship skills if these actions resulted in admiration from their peers in the past.

Study Question 4

What is the impact of an intensive SEL summer intervention on participants’ self-awareness and self-management skills? Seven of the 14 participants showed a positive impact in the areas of self-awareness and self-management after the 2019 Leadership Camp. The impact was neutral for four students and negative for the remaining two. The two students with the negative impact both did not have any responses for any of the Post-Camp survey questions in these areas. This data point would indicate that the buy-in of these two students was not as strong as someone of the other students who had neutral or positive impacts in these competencies from the 2019 Summer Leadership Camp.

Study Question 5

What is the impact of an intensive SEL summer intervention on participants’ feelings about starting a new school year? Ten of the 15 students who participated in the 2019 Summer Leadership Camp reported positive feelings about returning to school after the camp. The remaining five students had neutral responses. There was no identifiable relationship between the 2018-2019 MTSS Profiles and the level of student’s excitement about starting at new school year.

Study Question 6

What is the comparison of the Devereux Students Strengths Assessment Mini universal screener results between fall 2018 and fall 2019 for the summer intervention participants? There

was a positive comparison for eight of the 15 students between their DESSA-mini scores and their impact scores. Three of the eight were identified as strong positive comparisons. Five of the 14 comparisons showed a negative comparison, with two of those five being a strong negative comparison. There was only one score of no comparison for a student who had very mixed results.

In the researcher's analysis of DESSA-mini scores assigned to students across the school population, there seems to be wide variance in how teachers rate students.

Study Question 7

What will be the measurable outcomes from a summer behavior intervention that will demonstrate students' improved ability to handle academic and social situations? The researcher looked at each of the three areas of the MTSS Profile for each student to identify what measurable outcomes could demonstrate students' improved ability to handle academic and social situations. Student movement within the academic tiers would indicate if there was a change in outcomes for academic situations. When the researcher compared students' 2019-2020 first semester final letter grades in reading and math to their final 2018-2019 letter grades in reading and math, all letter grades for both subjects were within 0 to 1 letter grade deviations from each other. For example, if a student had a C in Reading and a B in Math at the end of the 2018-2019 school year, his score was either a D, C, or B in Reading and either a C, B, or A in Math. For all 14 participants, there was no major difference in their letter grades from 2018-2019 to the first semester of the 2019-2020 school year. Therefore, no students' academic tier changed.

The measurable outcomes that would demonstrate students' ability to handle social situations are improvements in the area of social-emotional and behavioral skills. Students

showing significant improvements in either of these areas were able to be moved down a tier or two and those having regression in those skills had to move up a tier.

Five of the 14 participants had a reduction in the number of office referrals that was so significant that they were no longer in the top 10% of students for number of office referrals. Therefore, they were moved down from behavioral tier 3 (B3) to behavioral tier 2 (B2), which indicates that a layer of support or intervention could be removed for these five students and if they continue as they have so far during the 2019-2020 school year, they could continue improving and hopefully move below the top 20% of students in number of office referrals in the 2020-2021 school year to become behavioral tier 1 (B1) and be successful with only core instruction in this area.

Five of the 14 students improved in the area of social-emotional skills and were able to move down at least one tier, with two of those five making significant improvements and moving down from social-emotional tier 3 (SE3) to social-emotional tier 1 (SE1) which means they should be successful with only core instruction in this area. Another one of the students moved from SE2 to SE1, joining those requiring no social-emotional layers of support. The final two of the five students showing improvement in this area moved from SE3 to SE2 and now require only one layer of SE support instead of two. One student had regression in social-emotional skills and moved from SE2 to SE3, which means he will now require two layers of SE support. Figure 10 is a matrix that provides another visual of student tier movement in social-emotional and behavioral skills. Behavioral tiers are omitted from this figure for simplification since no students had improvement or regression in that area.

In order to compare the layers of support needed after the 2019 Summer Leadership Camp required for these 14 participants to the layers of support needed before that intensive tier

3 intervention, the researcher revisited Figure 8 and added additional bar graphs for each of the students for the 2019-2020 school year in Figure 11. As demonstrated in the figure, six of the 14 students were moved down one or more tiers and now require less layers of support or intervention to be successful. Two students improved by one tier, two students improved by two tiers, and two students improved by three tiers. The student who had the regression in social-emotional skills went up one tier and now requires an additional layer of support. When the researcher was analyzing this data, she noticed a trend that the rising fourth grade students seemed to have more positive measurable outcomes than the fifth-grade students. The researcher divided Figure 11 into two separate graphs: Figure 12 only showing data for rising fifth grade students and Figure 13 only showing data for rising fourth grade students. The difference was stark when comparing this information by grade levels. Of the rising fifth grade students, only one student had a significant enough improvement to move down one tier and one moved up a tier. All the remaining six students remained on the same tier levels for academic, social-emotional and behavioral skills. This indicates that these students will continue to need all the layers of support they are currently receiving and may need additional in the future if they continue to not show improvement in those areas or regression.

Conversely, five of the six rising fourth grade students showed enough improvement to move down at least one tier. One moved one tier, two moved two tiers, and two moved three tiers- all requiring less interventions for these students to be successful. The remaining rising fourth grade student did not see any changes in his academic, social-emotional, or behavior tiers.

Study Question 8

What components of an intensive SEL summer intervention should be continued in the school year and in future summer opportunities to support students' success in SEL skills and

academics? The most noticeable trend, as it was for Study question 7 as well, is that rising fourth grade students had more positive measurable outcomes than rising fifth grade students, which indicates to the researcher that components that should be continued are to start students in social-emotional and behavioral interventions as soon as possible for best outcomes. Almost all the students who had improved at least one tier cited the ropes course as one of their favorite activities from camp, which indicates that students continue to need challenging and new activities that put them out of their comfort zone to improve their social-emotional skills.

Since none of the students that participated in the 2019 Summer Leadership Camp demonstrated measurable improvement in their academic success, it will be necessary to include specific lessons and activities in future camp and other intervention opportunities that explicitly demonstrate how social-emotional skills (like self-management and responsible decision making) are connected to academic success and equip students to have greater success in academics as well.

Comprehensive Summer Leadership Camp Plan

Demands on the time of principals, school counselors and teachers are never ending. Although many educators understand the importance of social-emotional learning for their students, they lack a plan on how to implement an intensive intervention that takes place outside the regular schedule or calendar. In this section the researcher outlines a best-practice model for educators wishing to design a similar program. The format of this plan is a series of timelines – for school leaders (see Figure 14), school counselors (see Figure 15), and teachers (see Figure 16) – that outline important tasks at key points of the school year. The timeline begins before the start of the school year, but educators who are unable to start their planning process that early can still implement most facets of the program in a much more condensed time frame. The

Before the Beginning of the School Year	
<ul style="list-style-type: none"> • Review Leadership Camp Planning Guide and Budget Template (Appendix I) to begin brainstorming ideas • Discuss Summer Leadership Camp plan possibilities with district leadership • Review funding sources and determine if funding can be reserved for Summer Leadership Camp • Research grants and possible donors • Review behavioral data from the previous school year to determine students' behavioral tiers for instruction and intervention • Conduct Professional Development with staff on Social-Emotional Learning assessment, assessment and intervention • Set schedule for universal screener administration and data review • Create intervention plans and schedule 	
At the Beginning of the School Year	
<ul style="list-style-type: none"> • Provide lesson plans and leadership for school PBIS program • After administration of academic and SEL universal screeners, meet with teachers and school counselor in Professional Learning Communities to review student tiers for academics, SEL, and behavior and plan appropriate instruction and interventions for students • Review Leadership Camp Planning Guide with School Improvement Team so they can begin brainstorming ideas • Form a Leadership Camp planning committee with representatives from each grade level and school team 	
Throughout the School Year	
<ul style="list-style-type: none"> • Participate in Professional Development Meetings to review students' academic, SEL, and behavioral progress and help adjust school plans for instruction and intervention • Lead School Improvement Team, MTSS and PBIS meetings to review school-wide data and trends and adjust plans as needed. • Handle all school office referrals, provide appropriate consequences and communicate with students' parents • Meet weekly with administration team and school counselor to discuss office referrals from the week and check progress of tier 2 and tier 3 Social-Emotional and behavioral students and adjust plans for those students as needed • Build relationships with all students through class and school-wide interactions (class visits, assemblies, read alouds, daily announcements, etc.) and individual/small group interactions (cafeteria walkthroughs; hallway, car rider, and bus duty; recess visits, lunch with principal, etc.) 	
Mid-Point of the School Year	
<ul style="list-style-type: none"> • Review first semester data with administrator team, counselors and teachers and start a tentative list of students for Leadership Camp • Meet with district leadership to review other district summer learning opportunities, determine possible collaboration (student meals and transportation, staff pay or credit for volunteering, etc.) and conflicts, and select dates for Summer Leadership Camp. • Have first meeting with Leadership Camp planning committee and review Leadership Camp Planning guide and distribute responsibilities. • Create flyer and/or contact form for staff and community volunteers and donors. (Example- Appendix J) • Announce date and begin accepting donations and collecting names and contact information for possible volunteers 	
Spring Semester	
<p>Ensure that the Leadership Camp Planning Committee has completed the following tasks:</p> <ul style="list-style-type: none"> • Research and organize field trips • Plan out meals and transportation • Recruit Volunteers • Fundraise Remaining Funds • Submit any necessary paperwork • Make curriculum plans • Purchase any materials or supplies needed • Plan closing ceremony • Determine assessment measures for pre- and post- camp 	
Last Month of the School Year	
<ul style="list-style-type: none"> • Review student data (SEL progress monitoring, discipline data, academic records, teacher and administrative observations and notes, etc.) to identify students • Finalize Leadership Camp Packet (example in Appendix K) • Finalize list of students to invite and list of back-up students. • Distribute Leadership Camp Packets • Finish Recruiting Volunteers • Analyze data of selected students to determine key areas of focus for camp 	
Two Weeks before Summer Leadership Camp	
<ul style="list-style-type: none"> • Confirm all reservations • Confirm all volunteers • Call parents to remind them about camp and invite back-up students as needed to fill open spots 	
During Summer Leadership Camp	
<ul style="list-style-type: none"> • Prioritize building relationships with students and parents. 	
After Summer Leadership Camp	
<ul style="list-style-type: none"> • Send thank you notes to participating organizations and businesses • Conduct any necessary follow-up for community service project • Check in with participating students and families before the return of the school year 	

Figure 14. Timeline for principals and school administrators.

Before the Beginning of the School Year			
<ul style="list-style-type: none"> • Review behavioral data from the previous school year to determine students' behavioral tiers for instruction and intervention • Conduct Professional Development with staff on Social-Emotional Learning assessment, assessment and intervention 			
At the Beginning of the School Year			
<ul style="list-style-type: none"> • Provide lesson plans and leadership for school PBIS program • After administration of academic and SEL universal screeners, meet with teachers and administration in Professional Learning Communities to review student tiers for academics, SEL, and behavior and plan appropriate instruction and interventions for students • Set up and begin leading regular small group and individual sessions with students requiring SEL interventions • Work with families, community partners, and mental health partners to arrange for resources beyond what school can provide • Review Leadership Camp Planning Guide with School Improvement Teams so they can begin brainstorming ideas • Join the Leadership Camp planning committee with representatives from each grade level and school team 			
Throughout the School Year			
<ul style="list-style-type: none"> • Meet weekly with administration team to discuss office referrals from the week and check on progress on of tier 2 and tier 3 Social-Emotional and behavioral students and adjust plans for those students as needed. • Build relationships with all students through class and school-wide interactions (class visits, assemblies, read alouds, daily announcements, etc.) and individual/small group interactions (cafeteria walkthroughs; hallway, car rider, and bus duty; recess visits, lunch with counselor, etc.) 			
Mid-Point of the School Year			
<ul style="list-style-type: none"> • Review first semester data with administrator team and teachers and start a tentative list of students for Leadership Camp • Have first meeting with Leadership Camp planning committee and review Leadership Camp Planning guide and distribute responsibilities 			
Spring Semester			
<p>Serve on the Leadership Camp Planning Committee and ensure that the Leadership Camp Planning Committee has completed the following tasks:</p> <table border="0"> <tr> <td> <ul style="list-style-type: none"> • Research and organize field trips • Plan out meals and transportation • Recruit Volunteers • Fundraise Remaining Funds • Submit any necessary paperwork </td><td> <ul style="list-style-type: none"> • Make curriculum plans • Purchase any materials or supplies needed • Plan closing ceremony • Determine assessment measures for pre- and post-camp </td></tr> </table>		<ul style="list-style-type: none"> • Research and organize field trips • Plan out meals and transportation • Recruit Volunteers • Fundraise Remaining Funds • Submit any necessary paperwork 	<ul style="list-style-type: none"> • Make curriculum plans • Purchase any materials or supplies needed • Plan closing ceremony • Determine assessment measures for pre- and post-camp
<ul style="list-style-type: none"> • Research and organize field trips • Plan out meals and transportation • Recruit Volunteers • Fundraise Remaining Funds • Submit any necessary paperwork 	<ul style="list-style-type: none"> • Make curriculum plans • Purchase any materials or supplies needed • Plan closing ceremony • Determine assessment measures for pre- and post-camp 		
Last Month of the School Year			
<ul style="list-style-type: none"> • Review student data (SEL progress monitoring, discipline data, academic records, teacher and administrative observations and notes, etc.) to identify students • Finalize list of students to invite and list of back-up students • Analyze data of selected students to determine key areas of focus for camp • Analyze data of selected students to determine key areas of focus for camp 			
During Summer Leadership Camp			
<ul style="list-style-type: none"> • Prioritize building relationships with students and parents 			
After Summer Leadership Camp			
<ul style="list-style-type: none"> • Check in with participating students and families before the return of the school year 			

Figure 15. Timeline for school counselors.

Before the Beginning of the School Year
<ul style="list-style-type: none"> • Participate in professional development on Social-Emotional Learning assessment, assessment and intervention.
At the Beginning of the School Year
<ul style="list-style-type: none"> • Administer academic and social-emotional screeners to all students to determine student tiers for instruction and intervention. • Meet with administrators and school counselors in Professional Learning Communities to review student tier data and develop intervention plans for the year.
Throughout the School Year
<ul style="list-style-type: none"> • Progress monitor students' academic and social-emotional skills and discuss in Professional Learning Community meetings with grade level team, support staff, administrators, and school counselors. • Consistently teach, model, and reward students for positive behaviors (PBIS). • Consistently incorporate activities to build relationships with students and communication with parents. • Keep detailed records of minor (classroom-handled) incidents and major (office referral) incidents. • Provide interventions for students struggling with academic, social-emotional, or behavioral skills and refer to MTSS team if adequate improvement is not made from interventions. • Refer students to school counselor for social-emotional needs or if a mental health referral might be needed. • Participate in ongoing SEL professional development.
During Summer Leadership Camp
<ul style="list-style-type: none"> • Volunteer and prioritize building relationships with potential future students.
After Summer Leadership Camp
<ul style="list-style-type: none"> • Check in with participating potential student and families before the return of the school year

Figure 16. Timeline for teachers.

timeline is based around a summer intensive intervention, but the program could be formatted for a different school break or even a long weekend, depending on the needs of the school, students, and families.

Recommendations and Implications for Stakeholders

Recommendations and Implications for State and Federal Policy Makers

The experiences of young children affect not only their present lives, but their future success in education, workforce, and the community. All children need and deserve a strong education in social-emotional skills as well as academic skills, but especially those affected by poverty and/or adverse childhood experiences. With this knowledge in mind, state and federal policy makers should prioritize funding for early education programs that teach social-emotional learning skills to students and their families. Ideally this work begins in the home and in preschool programs, but these competencies are essential to emphasize throughout students' entire K-12 experience.

Recognizing the importance of social-emotional skills, policy makers should provide more funding for school and district social-emotional learning – including allotting additional school counselor positions to meet the American School Counselor Association's recommended ratio of no more than 250 students for each school counselor (National Association for College Admission Counseling & American School Counselor Association, 2015). Additionally, grants or other funding for social-emotional learning should be prioritized for schools and districts with the highest percentages of students from low-income homes, since those students are much more at risk for adverse childhood experiences which affect their academic and health outcomes.

In North Carolina, the A-F school letter grading system puts extreme pressure on district and school leaders to focus on standardized testing results. Since 80% of that score is based on

grade-level proficiency and only 20% on student growth, school letter grades are strongly correlated with school poverty levels which places an unfair strain on high-poverty schools (Wagner, 2015). State policy makers should either revise school grading systems to focus more heavily on student growth, include measures that reward schools for implementing researched-based social-emotional learning programs, or abolish the current grading system.

By enacting policy changes that will better support schools to build students' social-emotional skills, decision makers will start a ripple effect that will have positive implications not only for students' own social-emotional and academic outcomes, but for their families, their communities and the workforce.

Recommendations and Implications for Superintendents and District Leaders

In order to ensure that students are receiving the social-emotional learning support needed to be productive citizens and perform to their academic potential, superintendents and district leaders should give the same weight and consideration to these skills as is given to academic skills. When district professional development is developed, social-emotional learning strategies should be among the offerings. District plans and guidelines around disciplinary actions should recognize negative student behaviors that are a result of deficits in SEL areas. These SEL deficits need to be viewed through the same lens as academic deficits. Consequences for negative behaviors should be geared towards intervention instead of punishment in order to equip the student to make better choices in the future.

Superintendents and district leaders should also prioritize social-emotional learning through funding for staff – including school counselors, behavioral support specialists, and interventionists – that can focus on supporting both students and teachers in their efforts in this area. By focusing on these skills, school districts will see improvements in school disciplinary

data and student engagement in the short term and increased academic proficiency and career-readiness in the long-term.

Recommendations and Implications for Principals and School Leaders

Similarly, principals and other school leaders need to ensure that as instructional leaders in their school, that instruction includes SEL skills as well as academic skills. Focusing on SEL screening, data, instruction and intervention alongside academic measures will yield better student results in behavior – allowing teachers and students to spend more time on academics, rather than deal with disruptions in the classroom.

Analyzing students' data in all three of these areas and assigning each student an MTSS Profile that shows how many layers of support each student needs at a glance provides school administrators a clearer picture of how to allocate funding, staff and resources to best meet the specific needs of any given group of students. It also allows teachers to group students strategically so that no teacher is overburdened with a class of students that requires more support than another and that students' strengths and weaknesses are well-matched with teacher and staff strengths. It also informs administrators where additional professional development and support will be needed for teachers and staff.

When planning school schedules and calendars, school leaders can use MTSS Profiles to identify which students will need interventions in more than one area – academic, social-emotional, and/or behavioral and make plans for how those interventions will be delivered to students. Planning interventions outside of the regular school day or calendar, like Summer Leadership Camp or afterschool tutoring, broadens the scope of when and how interventions can take place and may be necessary for students who have tier 3 needs in one or more areas.

When an administrator identifies a student as requiring many layers of support to be successful and has decided that some interventions will begin before the school year, like Summer Leadership Camp, it is also important to allow teachers and staff who will be working with these students to have the opportunity to meet and work with them in a positive setting like camp to begin building those key relationships.

Recommendations and Implications for School Counselors

Traditionally, students are referred to school counselors after the student has exhibited problematic behaviors or expressed that they are dealing with a difficult situation. In order to more systematically meet the needs of all students, however, school counselors must be more integrated in the data collection and analysis methods that teachers are already employing. As teachers screen and progress monitor students' social-emotional learning skills, school counselors should analyze these data along with them in Professional Learning Communities and help make intervention plans for students in tiers 2 and 3. The school counselor should work closely with families, community partners, and mental health providers to ensure that student needs that cannot be met within the school are being accommodated with outside resources.

The counselor should also work closely with the school administration team to monitor behavioral needs of students. When the principal identifies student behavioral tiers based on the prior year's office referral data, the counselor should be a key player providing intervention, like the Summer Leadership Camp, that starts even before the school year begins to build those key relationships that can help students to be more successful. Continuing interventions and support at the beginning of the school year onward can help prevent those problematic behaviors before they start.

School counselors also play a critical role in many schools by being a common source of knowledge and support for students as they advance through different grade levels and teachers. Counselors can share valuable information about students' social-emotional needs with new teachers that may be hard to reflect in an objective score like a universal screener or MTSS tier.

Recommendations and Implications for Teachers

Some teachers like to know as much information as possible about their incoming new students to help plan for student needs and others prefer getting to know students as a blank slate – not wanting to be influenced by the negative opinions or experiences of past teachers. With a growth mindset, however, it can be possible for a teacher to be informed of students' past behaviors and struggles and use that as data to plan intervention and support, instead of bracing for negative interactions.

It is critical for teachers to be aware of the needs of their students by receiving information on student needs through a system like the MTSS Profile. This type of index is objective and can be combined with notes or observations from school counselors or administrators who have worked with the student over many years and the previous year's teacher. As much as possible, teachers should prioritize building relationships with students who are tier 3 in one or more areas as soon as possible. If opportunities like the Summer Leadership Camp occur before the beginning of the school year, this a key time to pre-teach social-emotional and behavioral expectations and start closing that gap before the school year even occurs.

Future Study

This study focused on the results of a Summer Leadership Camp that was specifically designed for male behavioral tier 3 students in a small-town elementary school. All the 15

students who participated were rising fourth and fifth grade students. Future studies and research on the impact of summer social-emotional and behavioral interventions could include a more diverse range of students – including female students and those who have social-emotional but not behavioral needs.

There is very little research or literature available about the impact of camp or summer learning on student social-emotional skills – despite camps being a traditional character-building format. It would be informative to compare the results of a traditional camp experience provided by outside organizations versus one that was provided by the school and focused on the specific skills in which staff had identified students who needed support.

Conclusion

The research on the importance of social-emotional learning for students' academic success, mental health, and workforce readiness creates a moral imperative that all schools must prioritize this instruction. This response is especially crucial for low-income student populations where students are affected by the stressors of poverty and more likely to experience adverse childhood experiences that can have lasting damage on their success and health.

Education leaders at the school, district, state and federal levels have countless responsibilities to ensure that all students' needs are being met. Leaders must make sure the physical and social-emotional needs of children are met so they will be able to learn and achieve at their full potential.

The Multi-Tiered System of Support framework provides many valuable tools and guidelines to assess, instruct and intervene in overlapping tiers to meet the academic and social-emotional goals educators set for students. However, with a rise in challenging students' behaviors and mental health problems, it is important to consider tiers of behavioral needs as

well. A coding system, such as the MTSS Profile, helps ensure that school administrators, counselors and teachers are all aware of the various student strengths and weaknesses each bring to school with them each day and to plan systems to accommodate layers of support and intervention.

In some cases, especially when students are classified as tier 3 in one or more areas, it becomes impossible to meet all of students' needs within the regular school schedule or calendar. District and school administrators will need to plan more creatively to ensure that students receive the targeted and intensive interventions they need to be successful. An opportunity like the Summer Leadership Camp is a unique chance to provide engaging and productive ways for struggling students and their families to build positive memories and relationships with the education system. According to the results of this study, even short-term interventions can have lasting positive social-emotional and behavioral effects on some students. Future Plan-Do-Study-Act cycles will provide administrators and school teams the opportunities to build upon what worked well and what can be improved for future students.

Students will always need these skills, and social-emotional interventions are more effective the earlier they are provided in a child's school career. The time to implement innovative social-emotional programs, like the Summer Leadership Camp is now - and students, families, schools and communities will all benefit from these experiences.

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APPENDIX A: INSTITUTIONAL REVIEW BOARD APPROVAL

EAST CAROLINA UNIVERSITY
University & Medical Center Institutional Review Board
4N-84 Brody Medical Sciences Building · Mail Stop 882
600 Moye Boulevard · Greenville, NC 27834

Office 252-744-2914 · Fax 252-744-2284 · rede.ecu.edu/umcibr/

Notification of Exempt Certification

From: Social/Behavioral IRB
To: [Rachel Smith](#)
CC: [Hal Holloman](#)
Date: 3/8/2020
Re: [UMCIRB 18-002600](#)
Impact of Intensive Social Emotional Intervention

I am pleased to inform you that your research submission has been certified as exempt on 3/8/2020. This study is eligible for Exempt Certification under category # 1 & 4b.

It is your responsibility to ensure that this research is conducted in the manner reported in your application and/or protocol, as well as being consistent with the ethical principles of the Belmont Report and your profession.

This research study does not require any additional interaction with the UMCIRB unless there are proposed changes to this study. Any change, prior to implementing that change, must be submitted to the UMCIRB for review and approval. The UMCIRB will determine if the change impacts the eligibility of the research for exempt status. If more substantive review is required, you will be notified within five business days.

Document	Description
Example of DESSA mini Rating Scale(0.01)	Additional Items
Letter of Approval(0.01)	Dataset Use
	Approval/Permission
THE IMPACT OF AN INTENSIVE SUMMER SOCIAL-EMOTIONAL INTERVENTION ON MALE AT-RISK ELEMENTARY STUDENTS IN A TITLE I SCHOOL (0.01)	Study Protocol or Grant Application

For research studies where a waiver of HIPAA Authorization has been approved, each of the waiver criteria in 45 CFR 164.512(i)(2)(ii) has been met. Additionally, the elements of PHI to be collected as described in items 1 and 2 of the Application for Waiver of Authorization have been determined to be the minimal necessary for the specified research.

The Chairperson (or designee) does not have a potential for conflict of interest on this study.

IRB00000705 East Carolina U IRB #1 (Biomedical) IORG0000418
IRB00003781 East Carolina U IRB #2 (Behavioral/SS) IORG0000418

APPENDIX B: DEVEREUX STUDENT STRENGTHS ASSESSMENT (DESSA)

MINI EXAMPLE



Devereux Student Strengths Assessment-mini (DESSA-mini)

Jack A. Naglieri, Paul A. LeBuffe, and Valerie B. Shapiro

FORM 2

Child's Name _____ Gender _____ DOB _____ Grade _____

Person Completing this Form _____ Relationship to Child _____

Date of Rating _____ School/Organization _____ Classroom/Program _____

This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Answer each question carefully. There are no right or wrong answers. Please answer every item. If you wish to change your answer, put an X through it and fill in your new choice as shown to the right.

Never	Rarely	Occasionally	Frequently	Very Frequently
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0	1	2	3	4

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently	Score
1.	follow the example of a positive role model?	0	1	2	3	4	_____
2.	keep trying when unsuccessful?	0	1	2	3	4	_____
3.	take an active role in learning?	0	1	2	3	4	_____
4.	attract positive attention from peers?	0	1	2	3	4	_____
5.	respect another person's opinion?	0	1	2	3	4	_____
6.	attract positive attention from adults?	0	1	2	3	4	_____
7.	work hard on projects?	0	1	2	3	4	_____
8.	offer to help somebody?	0	1	2	3	4	_____

Raw Score Sum _____

Recommendations: _____



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APPENDIX C: SECOND STEP SCOPE AND SEQUENCE

second step

Scope and Sequence Kindergarten–Grade 5 Lessons

Kindergarten

Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving
1. Learning to Listen 2. Focusing Attention 3. Following Directions 4. Self-Talk for Staying on Task 5. Being Assertive	6. Feelings 7. More Feelings 8. Identifying Anger 9. Same or Different? 10. Accidents 11. Caring and Helping	12. We Feel Feelings in Our Bodies 13. Managing Frustration 14. Calming Down Strong Feelings 15. Handling Waiting 16. Managing Anger 17. Managing Disappointment 18. Handling Being Knocked Down	19. Solving Problems 20. Inviting to Play 21. Fair Ways to Play 22. Having Fun with Our Friends 23. Handling Having Things Taken Away 24. Handling Name-Calling 25. Reviewing <i>Second Step</i> Skills

Grade 1

Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving
1. Listening to Learn 2. Focusing Attention 3. Following Directions 4. Self-Talk for Learning 5. Being Assertive	6. Identifying Feelings 7. Looking for More Clues 8. Similarities and Differences 9. Feelings Change 10. Accidents 11. Showing Care and Concern	12. Identifying Our Own Feelings 13. Strong Feelings 14. Calming Down Anger 15. Self-Talk for Calming Down 16. Managing Worry	17. Solving Problems, Part 1 18. Solving Problems, Part 2 19. Fair Ways to Play 20. Inviting to Join In 21. Handling Name-Calling 22. Reviewing <i>Second Step</i> Skills

Grade 2

Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving
1. Being Respectful 2. Focusing Attention and Listening 3. Using Self-Talk 4. Being Assertive	5. Identifying Feelings 6. Learning More About Feelings 7. Feeling Confident 8. Respecting Different Preferences 9. Showing Compassion 10. Predicting Feelings	11. Introducing Emotion Management 12. Managing Embarrassment 13. Handling Making Mistakes 14. Managing Anxious Feelings 15. Managing Anger 16. Finishing Tasks	17. Solving Problems, Part 1 18. Solving Problems, Part 2 19. Taking Responsibility 20. Responding to Playground Exclusion 21. Playing Fairly on the Playground 22. Reviewing <i>Second Step</i> Skills

Grade 3

Unit 1: Skills for Learning	Unit 2: Empathy	Unit 3: Emotion Management	Unit 4: Problem Solving
1. Being Respectful Learners 2. Using Self-Talk 3. Being Assertive 4. Planning to Learn	5. Identifying Others' Feelings 6. Understanding Perspectives 7. Conflicting Feelings 8. Accepting Differences 9. Showing Compassion 10. Making Friends	11. Introducing Emotion Management 12. Managing Test Anxiety 13. Handling Accusations 14. Managing Disappointment 15. Managing Anger 16. Managing Hurt Feelings	17. Solving Problems, Part 1 18. Solving Problems, Part 2 19. Solving Classroom Problems 20. Solving Peer-Exclusion Problems 21. Dealing with Negative Peer Pressure 22. Reviewing <i>Second Step</i> Skills

Second Step Scope and Sequence cont'd

Grade 4

Unit 1: Empathy and Skills for Learning

1. Empathy and Respect
2. Listening with Attention
3. Being Assertive
4. Respecting Similarities and Differences
5. Understanding Complex Feelings
6. Understanding Different Perspectives
7. Conversation and Compliments
8. Joining In
9. Showing Compassion

Unit 2: Emotion Management

10. Introducing Emotion Management
11. Managing Strong Feelings
12. Calming Down Anger
13. Managing Anxiety
14. Avoiding Jumping to Conclusions
15. Handling Put-Downs

Unit 3: Problem Solving

16. Solving Problems, Part 1
17. Solving Problems, Part 2
18. Making a Plan
19. Solving Playground Problems
20. Taking Responsibility for Your Actions
21. Dealing with Peer Pressure
22. Reviewing *Second Step* Skills

Grade 5

Unit 1: Empathy and Skills for Learning

1. Empathy and Respect
2. Listening with Attention
3. Being Assertive
4. Predicting Feelings
5. Taking Others' Perspectives
6. Accepting Differences
7. Disagreeing Respectfully
8. Responding with Compassion

Unit 2: Emotion Management

9. Introducing Emotion Management
10. Calming Down
11. Managing Anxiety
12. Managing Frustration
13. Resisting Revenge
14. Handling Put-Downs
15. Avoiding Assumptions

Unit 3: Problem Solving

16. Solving Problems, Part 1
17. Solving Problems, Part 2
18. Making a Plan
19. Seeking Help
20. Dealing with Gossip
21. Dealing with Peer Pressure
22. Reviewing *Second Step* Skills

APPENDIX D: WHITEVILLE CITY SCHOOLS BEHAVIOR INTERVENTION MATRIX

District Behavior Intervention Standard Protocol								
Intervention	Supplemental (Tier II)				Intensive (Tier III)			
	Environment	Curriculum	Instruction	Data-Evaluation	Environment	Curriculum	Instruction	Data-Evaluation
Second Step Social & Emotional Curriculum (K-5)	Group Size: Whole class Time: 30 min. 1 x week Instructor: Trained counselor/teacher to provide weekly whole class lessons. Teacher reinforces skills taught weekly.	WCS Counselors Classroom Teachers ClassPass from Intervention Central https://www.interventioncentral.org/behavior_management/escape_avoidance_class_pass	Classroom kits include visual materials/props/songs/videos of social/emotional skills. Staff will utilize posters to reinforce lessons daily. Staff will monitor students & positively reinforce them for demonstrating skills taught weekly.	Second Step Lesson Procedure ODRs, minor infractions	Group Size: Small group and/or individual in addition to whole class lesson Time: 20-30 minutes Instructor: Trained counselor/teacher provides weekly group/individ. lessons (in addition to weekly whole class lessons). Teacher reinforces skills daily.	WCS Counselors	Classroom kits include visual materials/props /songs/videos of social/emotional skills. Staff will utilize posters to reinforce lessons daily. Counselors can use Home Link to utilize small group/individ. lessons. Staff will monitor students & positively reinforce them for demonstrating skills taught daily.	Target Skills Data Log ODRs, minor infractions
CICO (K-6th) Function: Attention	Group Size: 1:1 Time: 2-5 min. AM/PM Instructor: CICO Advisor	-Designated adult (CICO Advisor) for student to meet with morning & afternoon -CICO Daily Sheet (with their target goals)	WCS District Procedure	Sample Daily Sheet CICO Data Log	Group Size: 1:1 Time: 5 min. AM/PM Instructor: Check In/Check Out Coordinator	-Designated adult (CICO Advisor) for student to meet with morning & afternoon -CICO Daily Sheet (with their target goals)	CICO District Procedure CICO Data Log	Sample Daily Sheet CICO Data Log
Class Pass (K-12) Function: Avoid/escape	Group Size: Individual student classroom support Time: times vary Instructor: Counselor & Teacher		Counselor & teacher will collaborate to implement CP in class/subject areas. Certain number of redetermined breaks allowed. Positive reinforcement build in for not using passes.	Class Pass Data Log	Group Size: Individual student classroom support Time: times vary Instructor: Counselor & Teacher	ClassPass Study with documents to use and modify for individual schools	Counselor & teacher will collaborate to implement CP in class/subject areas. Certain number of redetermined breaks allowed. Positive reinforcement build in for not using passes.	
Check & Connect Mentor (C&C) (7th-12th)	Group Size: mentors can serve multiple mentees Time: Minimum of 1x per week Instructor: Staff members that have been trained & have supportive relationships with students	-Staff members that have supportive relationships with students -Mentors have been trained -Mentor/mentee structured activities	Check & Connect Procedure	C&C Progress Monitoring Monitor for increase/decrease in risk indicators: absences; ODRs; academic subjects	Group Size: 1:1 Time: 3-5x per week Instructor: Staff members that have been trained & have supportive relationships with students	-Staff members that have supportive relationships with students -Mentors have been trained -Mentor/mentee structured activities	Check & Connect Procedure	C&C Progress Monitoring Monitor for increase/decrease in risk indicators: absences; ODRs; academic subjects
Zones of Regulation (K-8)	Group Size: 1:1, small group or whole class Time: Weekly Review Instructor: Counselor or Teacher- reinforcing skills weekly	Students are taught self-regulation strategies & create a zones tool menu of strategies to use when in different zones throughout the day. Please refer to your book for lessons & materials.	Zones Information about Zones	Target Skill Data Log Tools for Zones	Group Size: 1:1 Time: Daily Review Instructor: Counselor & Teacher- teacher reinforcing skills daily	Students are taught self-regulation strategies & create a zones tool menu of strategies to use when in different zones throughout the day. Please refer to your book for lessons & materials.	Zones Information about Zones	Target Skill Data Log Tools for Zones
Social Detectives (K-5)	Group Size: 1:1, small group or whole class	Social Thinking	You are a Social	Target Skills Data Log	Group Size: 1:1	You are a Social	-1:1 lessons with student to teach all skills presented in books	Target Skills Data Log

Superflex (4-8)	Time: 15-30 min lessons Instructor: Counselor or Teacher	Social Thinking Curriculum	Defectives Book Lessons included	ODRs, minor infractions, Internalizing Behaviors	Time: 30 min lessons Instructor: Counselor	Defectives Book Lessons included	as noted throughout in course -Consultation with teachers to support student using strategies taught- daily positive reinforcement	ODRs, minor infractions, Internalizing Behaviors
	Supplemental (Tier II)				Intensive (Tier III)			
	Environment	Curriculum	Instruction	Data-Evaluation	Environment	Curriculum	Instruction	Data-Evaluation
	Group Size: 1:1, small group or whole class Time: 15-30 min lessons Instructor: Counselor or Teacher	Social Thinking Curriculum	SuperFlex Book Lessons included	Target Skills Data Log ODRs, minor infractions, Internalizing Behaviors	Group Size: 1:1 Time: 30 min lessons Instructor: Counselor	SuperFlex Book Lessons included	-1:1 lessons with student to teach all skills presented in books -Consultation with teachers to support student using strategies taught- daily positive reinforcement	Target Skills Data Log ODRs, minor infractions, Internalizing Behaviors
School Based Mental Health (K-12) Provided by Children's Hope Alliance	Supplemental (Tier II)				Intensive (Tier III)			
	Environment	Curriculum	Instruction	Data-Evaluation	Environment	Curriculum	Instruction	Data-Evaluation
	Group Size: 1:1 Time: 30 min	Therapist to provide individual support based on student need ie: Anxiety, coping skills, organizational skills, anger management, etc.	CHA Referral & Release CHA Page 1 Referral	Therapist to keep progress notes. Staff to monitor for increase/decrease in ODRs, internalizing behaviors, minor infractions, attendance, etc.	Group Size: 1:1 Time: 30-60 minutes.	Therapist to provide individual support based on student need ie: Anxiety, coping skills, organizational skills, anger management, etc.	CHA Referral & Release CHA Page 1 Referral	Therapist to keep progress notes. Staff to monitor for increase/decrease in ODRs, internalizing behaviors, minor infractions, attendance, etc.
	Instructor: Contracted CHA therapist				Instructor: Contracted CHA therapist			
School Counselor or SAP Referral (Internalizing Behaviors)	Supplemental (Tier II)				Intensive (Tier III)			
	Environment	Curriculum	Instruction	Data-Evaluation	Environment	Curriculum	Instruction	Data-Evaluation
	Group Size: varies Time: varies	Based on student need documented by completing a Counseling/SAP Referral form (for internalizing behaviors)	Counselor/SAP Referral Form	Target Skills Data Log	Group Size: 1:1 Time: 15-30 mins 1 x week	Based on student need documented by completing a Counseling/SAP Referral form (for internalizing behaviors)	Referral to outside agencies and/or school-based mental health if no improvement made after 2 cycles of tier 2	Target Skills Data Log
	Instructor: School Counselor or SAP				Instructor: School Counselor &/or SAP			

*Curriculum: Area of focus, program name, and materials

*Instruction: Staff providing interventions, grouping, student/staff ratio, practices utilized

*Environment: When, where, how long, and how often

APPENDIX E: KINDERGARTEN ENTRY ASSESSMENT- EMOTIONAL AND SOCIAL RATING SCALE

CONSTRUCT PROGRESSION

Domain: Emotional and Social

EMOTIONAL LITERACY

UNDERSTANDING	Children understand that emotions may be experienced in their bodies and expressed in their behaviors.			Children understand that emotions may be recognized in themselves and others.
	A. In response to an experience, expresses a range of emotions. This may manifest as an outburst, change in activity level or facial expressions.	B. Exaggerates expression of emotions to get needs and desires met and/or to get help from an adult or peer.	C. Expresses emotions through language, posture, or gestures suitable to the context.	D. With support from an adult, labels emotions in self and others.
PERFORMANCE DESCRIPTORS	While the class is researching reptiles on the computer, Holly sees a picture of a snake, runs to the back of the room, and hides under the teacher's desk. The teacher announces that it's time to go outside. In her excitement, Kelly knocks over her pencil box and screams, "Woohoo!"	While in the block center, Marshall builds a giant tower. When it falls over, he stomps his feet and yells across the room to his teacher, "My tower fell over!"	Lucas is painting at the easel and is praised by the teacher. His face shows pride. On the playground, Karen's friend is stung by a bee. Karen shows concern by placing her arm around her friend. When the teacher sees William takes something that does not belong to him, the teacher says, "Joan is missing his show-and-tell item." William expresses shame by looking away.	Jody is sitting by herself on the playground. Her teacher sits beside her and asks Jody how she is feeling. At first, Jody is not sure how to express how she feels, so, the teacher reminds Jody of a book they read about a bear that was far from home. Jody says, "I'm lonely today like the bear." When Erika entered the classroom, she puts her name tag on the "How am I feeling today?" chart under the picture of "Sad." Later in the morning Mrs. Rice sees Erika laughing with her friends. Mrs. Rice says to Erika, "You were sad this morning when you came in. How are you feeling now?" Erika says, "I'm happy now."

EMOTIONAL LITERACY

Children understand that emotions may be recognized in themselves and others.		Children understand that emotions have causes and effects and that people may feel and respond differently in similar situations.			UNDERSTANDING
E. Independently labels emotions in self and others.	F. Labels higher-order emotions (confused, worried, surprised) in self and others.	G. Explains that an event can cause certain emotions.	H. Explains that an event can cause more than one emotion.	I. Explains that the same event can cause different people to experience different emotions.	SKILLS
Javier is reading a book to a friend. He says, "Look at how excited the turtle is." Without prompting, Asa tells his teacher, "I am so happy today!"	Langley, the line leader, starts walking the class toward the music room. The teacher reminds Langley that today is PE day. Langley says, "Oh, I was confused." Samantha arrives late to school and says to her teacher, "My dad is worried that he is going to be late for work."	Mrs. Green greets Seth at the door. He says, "When my Mom drops me off at school, I miss her, and I feel sad." At the art center, Katie says, "I am so upset. Someone colored all over my project."	After reading the book <i>Peter's Chair</i> , Sawyer explains that Peter is both happy and worried about having a baby sister because babies are fun to play with, but they also take all of Momma's time.	Sams says to his teacher, "Michael is happy because he is the line leader, but that makes me mad."	PERFORMANCE DESCRIPTORS

APPENDIX F: PRE-CAMP STUDENT INTERVIEW QUESTIONS

Pre-Camp Interview Questions

Self-Awareness:

1. We've already talked a little about "self-talk" which is that voice you use with yourself to talk yourself through things. Do you have any experience with this already? What kind of things do you tell yourself with self-talk?
2. What's the best part about school for you?
3. What's the worst part about school for you?

Self-Management:

4. What do you do when you get angry or stressed?
5. When you are having a difficult time understanding something in class, what do you normally do?

Social Awareness:

6. Do you know what empathy means? Can you give an example of how you or someone else has shown empathy?
7. What are some ways you show you are listening- like in class or when you are having a conversation with someone?

Relationship Skills:

8. Describe your friendships at school.
9. Describe your relationship with your parents, siblings, and others who live in your home.

Responsible Decision-Making:

10. Is being assertive a good or bad thing? Is there a wrong or right way to be assertive?
11. If a group of students are playing a game or having a conversation you'd like to be part of, how do you join in?

APPENDIX G: POST-CAMP STUDENT INTERVIEW QUESTIONS

Post-Camp Interview Questions

Self-Awareness:

1. What was your best experience during leadership camp this week?
2. What has been the hardest part about leadership camp?
3. How has your “self-talk” changed this week?

Social Awareness:

4. What did you learn about how to listen better this week?

Relationship Skills:

5. How do you think your friendships at school will change because of what you've learned this week?
6. How have your relationship with your parents, siblings, and others who live in your home changed this week and how do you think they'll continue to change?

Self-Awareness:

7. How are you feeling about going back to school after your experience at camp this week?
8. What parts of camp would you like to continue during the school year?
9. What else can we do at school to help you be your best with your school work and friendships?

APPENDIX H: RESOURCE TEACHER STUDENT SURVEY

Boys Leadership Camp Participant Teacher Survey

For each student, you will consider their progress in five categories: Self-Awareness, Social Awareness, Responsible Decision-Making, Self-Management, and Relationship Skills. For each category, please consider the student's words/actions/behaviors you have observed this school year (2019-2020) and compare them to his words/actions/behaviors from the previous school year (2018-2019).

Use the following scale for each question.

Much Worse	Somewhat Worse	No Difference	Somewhat Better	Much Better
1	2	3	4	5

1. Self-Awareness: Definition & Skills

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

*Identifying emotions
*Accurate self-perception
*Recognizing strengths
*Self-confidence
*Self-efficacy

1 2 3 4 5

Much Worse Self-Awareness
than Last School Year

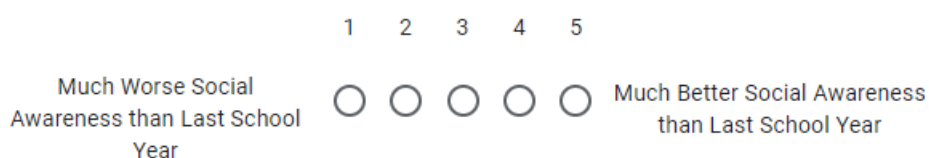
☐ ☐ ☐ ☐ ☐

Much Better Self-Awareness
than Last School Year

2. Social Awareness: Definition & Skills

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

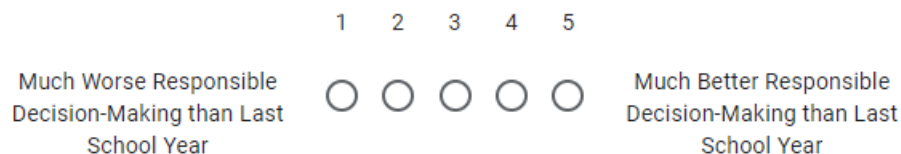
*Perspective-taking
*Empathy
*Appr Diversity
*Resp thers



3. Responsible Decision-Making: Definition & Skills

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

*Identifying Problems
*Analyzing Situations
*Solving Problems
*Evaluating
*Reflecting
*Ethical Responsibility



4. Self-Management: Definition & Skills

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- *Impulse control
- *Stress management
- *Self-discipline
- *Self-motivation
- *Goal setting
- *Organizational skills

1 2 3 4 5

Much Worse Self-Management than Last School Year ☐ ☐ ☐ ☐ ☐ Much Better Self-Management than Last School Year

5. Relationship Skills: Definition & Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- *Communication
- *Social Engagement
- *Relationship Building
- *Teamwork

1 2 3 4 5

Much Worse Relationship Skills than Last School Year ☐ ☐ ☐ ☐ ☐ Much Better Relationship Skills than Last School Year

6. Please share any notes or observations you have about this student's social-emotional or behavioral skills that you have noticed this school year.

Your answer

APPENDIX I: LEADERSHIP CAMP PLANNING GUIDE AND BUDGET TEMPLATE

Leadership Camp Planning Guide

Use the following questions and budget template to guide your Leadership Camp planning.

General Planning

- What will be the criteria for students who are invited to camp?
- What Social-Emotional learning skills or competencies will students learn from participating in camp?
- How many days will your Leadership Camp be?
- What will be the hours for camp?
- What will be the dates for camp?
- How many students will participate?
- How will students be invited?
- What building(s)/room(s) will be used?
- What funding sources are available to be used for camp?
- How can additional funding be obtained (grants, donations, student fee)?
- What permission forms, applications, or other paperwork will need to be completed by students' parents?
- What paperwork or approvals are required for the school or district (school board approval, facility use, bus reservation, staff contracts, field trip approval, etc.) and when are the deadlines?
- Which community organizations could be partners for mentors, activities, and donations?

Personnel/Volunteers

- How many staff members will be needed?
- Will staff members receive pay or compensation time, or serve voluntarily?
- How many non-staff volunteers are needed?
- Will mentors be assigned to certain students or groups of students?
- What procedures (application, background check, etc.) do non-staff volunteers need to complete?
- Will any staff/volunteers with specialized skills (CPR certified, CPI certified, food safety, bus license, etc.) be required?

Transportation and Food

- Will transportation be provided to and from camp from students' homes?
- Will student and/or volunteer meals and snacks be provided?
- Do any of the students have any special dietary or transportation needs?

On Campus Activities

- What Social-Emotional learning curriculum, lesson plans, or activities will be used?
- What other team or character-building activities and games will be used?
- What will students do for their community service project?
- Will there be a theme or decorations?
- What supplies or materials will be needed?
- How will student skills from camp be assessed?
- Will there be any pre- or post- camp activities?

Field Trips

- What are possible businesses or organizations that could be destinations for field trips?
- Will there be an entry fee or associated costs for any of the field trips?
- What is the mileage for the field trips?
- What paperwork or information is required by field trip locations?
- Who will drive the bus for the field trips?
- Will any travel be necessary for the community service project?

End of Camp Ceremony or Reception

- Where will this be held?
- Are tables, chairs, sound system, and projection system available?
- Who will be invited?
- What refreshments will be offered and who will provide/organize?
- What will be included in the ceremony program?
- What role will the camp participants have in the ceremony?
- Will the camp participants receive a certificate or award?

Leadership Camp Budget Template

Possible Budget Line Items	Cost
Personnel Salaries (Group Leaders, Bus Driver(s), Field Trip Bus Driver, Child Nutrition Staff)	
Transportation Costs (Daily Transportation and Field Trips)	
Meals and Snacks	
Social-Emotional Learning Curriculum	
Team-Building Games	
Supplies & Materials for Activities	
Supplies & Materials for Community Service Project	
Facility Fees	
Books or Materials for Students/Families	
Postage for Mailing Letters, Packets, Cards	
Field Trip Entries/Fees	
Refreshments for Reception	
Decorations for Camp and/or Reception	
Certificates and/or Awards for Students	
Thank You Gifts/Letters for Participating Businesses	
Total	
Number of Students	
Cost Per Student:	
<i>Amount to Request from Individuals or Groups that Would Like to Sponsor a Student</i>	

APPENDIX J: LEADERSHIP CAMP FLYER FOR VOLUNTEERS AND DONORS

SUMMER LEADERSHIP CAMP JULY 29-31, 2019



We would love to have your involvement!

- Become a **Mentor**:
 - **Mon. July 29**: Orientation at 11:30 am, Lunch with Students at Noon
 - **Wed. July 31**: Lunch with Students at Noon, Reception with Students & Parents at 5:30 pm
 - **During School Year**: Have lunch or visit with students at school monthly or bimonthly on your schedule.
- Help with a **Session** or Serve as a **Counselor**:
 - Mon. July 29 & Wed. July 31: Sessions on Character Education, Workouts, Building Bird Houses for Community Service Project
 - Tues. July 30: Come do the ropes course with us at Cape Fearless Extreme!
 - Counselors/volunteers are welcome to assist through the three days.
- Support Us **Financially**:
 - This camp - including field trips - is being provided to the students at no cost to them. We would appreciate donations made out to _____ Elementary School.
 - Sponsor a camper for \$75 or provide donations in any amount!

_____ Elementary School

Leadership Camp

July 29-31, 2019

Mission:

To equip rising fourth and fifth grade students who have demonstrated challenging behaviors with tools for regulating behavior, solving problems, and building positive relationships.

- Campers: Approximately 15 Rising 4th & 5th Grade Students
 - Selected by Administrative Team
 - Primary Criteria: Number of Office Referrals, Results of Social-Emotional Screener Conducted by Teachers, Leadership Potential
- No Cost for Campers
- Transportation- Shared Bus with Migrant PreK Program (___ Staff will ride bus as monitor.)
- Breakfast & Monday Lunch Provided through Summer Feeding Program
- Materials and Field Trip Funding Provided through Community Donors
- ___ Administrators & Volunteers Serve as Counselors & Guest Speakers/Leaders
- Second Step Social-Emotional Learning Curriculum Used for Lessons
- Continued Support Through the 2019-2020 School Year
 - Weekly Social-Emotional Lessons for Campers
 - Monthly Team Building Activities
 - Continued Mentorship with Volunteer Mentors
 - Program Effectiveness Monitored by Number of Office Referrals, Teacher Observation, and Social-Emotional Screener & Progress Monitoring

Please complete this form to let us know how you can help or contact _____ at _____ Elementary School:
_____ or _____.

APPENDIX K: LEADERSHIP CAMP PACKET FOR STUDENTS AND PARENTS

We are so excited to invite



_____ to the very first _____ Summer Leadership Camp!!!



Please carefully read through the enclosed papers and return the stapled packet to _____ Elementary by **Wednesday, July 17** to save your spot!

If you have any questions, please contact _____ by calling the school _____ between 7:30 am-5:30 pm Monday-Thursday, emailing _____ or sending a message on Class Dojo.

Table of Contents:

Your Information to Keep:

Your Invitation (this paper).....	1
Leadership Camp Information.....	2
Schedule & Dress Code.....	3

Packet to Complete & Return to School:

Student Info & Transportation Form.....	4
Field Trip Permission Forms.....	5
Cape Fearless Extreme Ropes Course Waiver.....	6

Leadership Camp Information

Monday, July 29: 8:00 am - 2:00 pm

Tuesday, July 30: 8:00 am - 2:00 pm

Wednesday, July 31: 8:00 am - 5:30 pm

Mission:

To equip rising fourth and fifth grade students with tools for regulating behavior, solving problems, and building positive relationships.

- Campers: Approximately 15 Rising 4th & 5th Grade Students
- No Cost for Campers or their Families
- Transportation
 - Students can be picked up and dropped off at _____ Elementary School
 - OR
 - Ride Bus (Except for Wednesday afternoon)
- Breakfast & Lunch Provided for Free
- ___ Administrators & Volunteers Serve as Counselors & Guest Speakers/Leaders
- Second Step Social-Emotional Learning Curriculum Used for Character Education Lessons
- _____ will interview each student on the first and last day of camp to learn about students' experiences.
- Parents/Guardians or Other Family Members are Invited to our End-of-Camp Reception at 5:30 on Wednesday, July 31.
- Continued Support Through the 2019-2020 School Year
 - Monthly Team Building Activities
 - Continued Mentorship with Volunteer Mentors

Tentative Schedule

Monday, July 29	Tuesday, July 30	Wednesday, July 31
Wear play/athletic clothes including tennis shoes.	Wear play/athletic clothes including tennis shoes. Make sure your shoes are tied, your clothes are not too baggy, and your shorts go close to your knees for the ropes course.	Wear dress clothes for our Career Exploration Field Trip and Reception. Extra dress clothes & ties can be made available for campers who need them.
Arrive by Bus or Parent Drop-Off at 8 am Breakfast Morning Meeting Work Out Led by Community Volunteer Character Building Lesson Team Building Exercise Lunch with Volunteer Mentors Character Building Lesson Plan Community Service Project Team Building Exercise Closing Bus Dismissal & Car Pick Up at 2:00 pm	Arrive by Bus or Parent Drop-Off at 8 am Breakfast Morning Meeting Travel to Cape Fearless Extreme in Riegelwood www.capefearless.com Ropes Course or Team Building Activities Picnic Lunch Work on Community Service Project Closing Bus Dismissal & Car Pick Up at 2:00 pm	Arrive by Bus or Parent Drop-Off at 8 am Breakfast Morning Meeting Career Exploration Field Trip (3-4 Local Businesses) Lunch with Volunteer Mentors at a Local Restaurant Character Building Lesson Finish Community Service Project Prepare Presentations for Parent/Mentor/Community Reception Team Building Exercise Closing 5:30 pm: Parent/Mentor/Community Reception Parents Take Students Home

Child's First Name: _____ Child's Last Name: _____

Transportation for Summer Leadership Camp:

Monday, July 29: 8:00 am - 2:00 pm

Tuesday, July 30: 8:00 am - 2:00 pm

Wednesday, July 31: 8:00 am - 5:30 pm (No Bus Available Wednesday Afternoon)

_____ My child will be a car rider.

_____ My child will be a bus rider (except for Wednesday afternoon) to and from the following address:

Please complete the following important information about your child:

Parent/Guardian Name(s): _____

Phone Numbers of Parent(s)/Guardian: _____

****Please list two emergency contact names and numbers if parent cannot be reached:**

Name: _____ Relationship: _____ # _____

Name: _____ Relationship: _____ # _____

Please list any medical issues, allergies, or other issues we need to know about your child:

Parent/Guardian Signature: _____ Date: _____

____ Leadership Camp
Cape Fearless Extreme Permission Slip



Students will be equipped with safety gear and receive training from and be supervised by Cape Fearless staff. Students who can reach to 5'11 height with their arms outstretched overhead will choose between the adult high ropes course and the kids course. Those below that height will complete the kids course. Those completing the adult course will also have the opportunity to zipline.

____ Staff: _____
Day: Tuesday, July 30, 2019
Time: Leaving school promptly at 8:05 am and returning at 1:30 pm.

My child, _____, has my permission to attend the Cape Fearless Extreme field trip and participate on the ropes course activities. I have completed and signed the attached waiver.

Does your child have any special medical needs?

Parent Signature: _____

In case of an emergency, please contact: Name: _____ Phone #: _____

Second Contact _____ Phone #: _____

Is child covered by insurance? Yes No Carrier/Plan Name: _____

Name of Insured: _____ Group# _____ Relationship to participant: _____ Policy # _____

____ Leadership Camp
Career Exploration Permission Slip



Students and school administrators will ride the bus to 4 -5 local businesses in Whiteville to learn about possible careers. They will also eat lunch at a restaurant with school staff and volunteer mentors.

____ Staff: _____
Day: Wednesday, July 31, 2019
Time: Leaving school promptly at 8:05 am and returning at 1:30 pm.

My child, _____, has my permission to attend the Career Exploration Field Trip to various businesses in Whiteville and to eat lunch at a local restaurant.

Does your child have any special dietary needs?

Parent Signature: _____

